



CASCADE

Serious Organised Crime Early Intervention Service Evaluation

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Executive summary

The Serious Organised Crime Early Intervention Service (SOCEIS) is an innovative intervention for young people aged 11 to 18 years. It is aimed at identifying young people involved in, or at risk of involvement in serious organised crime, addressing the vulnerabilities that led to their involvement and diverting them towards more positive pathways.

Following its success in Glasgow, Action for Children were awarded funding from the National Lottery Community to implement SOCEIS in four new areas: Cardiff, Dundee, Edinburgh and Newcastle.

Method

To examine the wider feasibility and applicability of SOCEIS, this process evaluation was commissioned by Action for Children in 2020.

The evaluation had four objectives:

1. To capture information relating to the key components of SOCEIS.
2. To provide insight into young people's entry and journey through SOCEIS.
3. To examine the views of young people, caregivers, partners, practitioners and peer mentors of 'what works'.
4. To explore the feasibility of using police data to assess SOCEIS outcomes.

Aligned with the research objectives, data collection consisted of four phases:

1. Documentary analysis.

Programme manuals, reports, documentation and interviews with three of the four SOCEIS managers were used to identify the core components of SOCEIS and inform the development of a logic model. This model was refined based on the findings from phases two to four.

2. Case file data analysis and interviews: SOCEIS staff and partner organisations.

Anonymised case files from each area were analysed to provide insight into young people's entry and journey through SOCEIS. This included referral forms, risk assessments, contextual safeguarding forms and intervention plans.

Semi-structured interviews were undertaken with eleven SOCEIS practitioners, one peer mentor and ten representatives from partner organisations to capture their views of the core components of SOCEIS and views of the service.

3. Updated case file data analysis and interviews with young people and caregivers.

Case file data was updated and supplemented with semi-structured interviews with eleven young people and eighteen caregivers to examine their views and experiences with SOCEIS.

4. Service data and police data analysis, and focus groups: SOCEIS staff and co-ordinators

Anonymised data for all young people referred to the service and police data for those who had offending or missing person's police records were analysed. Additionally, data for a comparison group of young people matched on demographic and offending criteria were requested from each police force. Due to delays in negotiating information-sharing agreements, findings will be presented in a supplemental report due for submission in December 2023.

Focus groups were undertaken in each of the four areas to capture outcome information. A focus group with all four SOCEIS managers was conducted to explore strategic-level service developments on outcomes, information-sharing, partnership working and the journey to desistance.

Identifying young people

- Information-sharing agreements facilitated the proactive targeting of young people.
- Partner organisations drew on SOCEIS' expertise to inform decision making about which young people were at risk of SOC and exploitation.
- SOCEIS were influencing partner approaches to exploitation and informing language use so that young people were not implicitly blamed for being exploited.

Engagement

- SOCEIS engaged with 223 young people between July 2020 and January 2023. Most young people were male with an average age of 15 years.
 - There was some variation between locations as to the average age and gender of those referred. In Cardiff young people tended to be older than those referred to Newcastle where the average age was lower.
 - Edinburgh was the only site that did not have any females referred to the service.
- The primary reason for referral was exploitation followed by an association with a serious organised crime group, repeated offending and involvement in drug dealing.
- The main source of referrals was children's services followed by the police and youth justice services.
- Reflecting the bespoke nature of SOCEIS, there was no one-size-fits-all intervention. Duration and intervention content varied substantially on an individual basis.
- Engagement was fostered by the open-ended nature of service delivery. Once their cases were closed they could be re-referred.

Programme components

Assessment of needs

- Needs were assessed using the Justice Star which enabled a strengths-based, child-centred conversation about young people's needs and future aspirations.
- The most prevalent needs were emotional regulation, thinking and behaviour and relationships. Area variations were noted with reference to peer mapping and contextual safeguarding.
- SOCEIS delivered a range of support including financial support and advocacy, emotional support, health and well-being, decision-making and skill development.

Trusted adults

- A key mechanism for change was building a trusting relationship with young people and their families based on respect, valuing young people and being honest about what they could deliver.
- The recruitment of practitioners with local knowledge enhanced engagement as they had a shared background and community.
- The authenticity of peer mentors provided young people with a sense of hope that they could change their behaviours and embark upon positive pathways.
- The expertise and youth work skills of SOCEIS practitioners enabled them to work effectively with young people at the transition phase between youth and adulthood. This provided them with the skills to move between playful banter and difficult conversations whilst retaining the relationship with the young person.

Out-of-hours support

- Mixed findings emerged in relation to the consistent provision of out-of-hours-support.
- SOCEIS' out-of-hours support provided reassurance for young people and caregivers that help was available when required. In practice, this support was only used in emergencies.

Individual-level support

- SOCEIS delivered a combination of assertive outreach, behavioural change techniques, intensive 1:1 support, group work, diversionary activities and access to skills, training, education and employment.
- The provision of tailored support enabled SOCEIS to work with young people when they were most at risk of re-offending or being exploited.
- SOCEIS offered a combination of discrete interventions targeted at the needs assessment and support embedded within activities based on the young person's interests.
- The provision of fun activities aimed at retaining engagement was balanced with more focused intervention work.
- The importance of giving young people the opportunity to be children was viewed as an important element of SOCEIS.

Reducing risk factors

Financial support

- Many young people were living in poverty with limited food, clothing and essential items such as a bed. This could increase their susceptibility to exploitation.
- SOCEIS supported young people to access benefits, buy food and clothing and develop budgeting skills.

Emotional support

- Most young people had low confidence and unmet needs such as a sense of belonging, purpose, status and self-worth.
- Having a consistent adult role model helped to raise young people's confidence and sense of self-worth. This was supported by the provision of fun activities and skill development.

Health and well-being

- Some young people required help with self-care, accessing medical care and keeping their clothes and homes clean.
- SOCEIS provided direct support such as teaching young people important life skills and indirectly by transporting them to medical appointments.

Enhancing protective factors

Decision making

- Decision making was embedded across interventions to promote independence and resilience against re-exploitation.
- SOCEIS provided real-time opportunities for young people to develop their decision-making skills.
- SOCEIS adopted a youth-led approach which provided autonomy to young people and enabled them to make decisions about their engagement with SOCEIS.

Healthy relationships

- Young people received support with strengthening their family connections and their friendships with peers.
- Rather than tackling exploitation directly, SOCEIS found that this could deter engagement. Therefore, exploitation was addressed sensitively with reference to unhealthy relationships. This provided young people with agency, so they could reflect upon their existing relationships.

Skill development

- Pro-social interests were encouraged and developed through programmes of community-based activities and opportunities.

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- Young people were encouraged to articulate their aspirations and supported to realise these ambitions through the provision of skills development and volunteering opportunities.
 - SOCEIS helped young people to set goals for themselves and stayed with them, even if they made mistakes.
 - Young people were excited and motivated by the activities and opportunities secured by SOCEIS. This enhanced their self-confidence as well as developing their skills.

Family-level support

- While SOCEIS was primarily focused on supporting young people, it adopted a whole family approach to improve the outcomes for young people.
- Caregivers received financial and emotional support, healthy relationships and establishing a support network.
- Reiterating findings with young people, families received help securing benefits and funding to buy essential items for their homes.

Local adaptations

- SOCEIS had added two extensions in response to the local context: preventative work in education settings and exploitation mapping.
 - Preventative work in education settings has been targeted at young people high levels of absenteeism, suspensions or concerns about criminal exploitation. This work has been effective in reducing risk for the majority of pupils who participated.
 - Local mapping had been developed to inform multi-agency knowledge and intervention work across partners. This contributed to the establishment of a network of over 100 partners committed to early intervention and preventative work for young people affected by exploitation.

Outcomes

- Based on findings from one area, there has been a 77% reduction in offending with two thirds of young people having reduced their risk of exploitation. However, these findings are indicative only and further analysis of phase four data is needed.
- SOCEIS helped young people to raise their aspirations and set goals to realise their ambitions.
- SOCEIS facilitated the re-engagement of young people into education and supported others to obtain qualifications outside of formal education.
- Engagement with SOCEIS led to softer outcomes such as fostering the engagement of young people who had not engaged with other services and improvements to confidence, self-awareness, attitudes and behaviour.
- Young people had been supported to develop friendships and address postcode rivalries, where it was safe to do so.
- Young people have been given real-time opportunities to develop their communication skills and manage conflict.
- SOCEIS modelled positive relationships with partner organisations to encourage young people to build supportive networks with other professionals.

SOCEIS theory of change

- SOCEIS' theory of change draws upon social-cognitive theory (Bandura, 1986) which asserts that learning is a socially constructed phenomenon governed by how individuals interpret their environment and self-regulate their thoughts and behaviours.
- The theory of change was underpinned by five principles: being stuck, accepting help, believing and trying, learning what works and self-reliance.
- The revised SOCEIS theory of change had six elements: enablers, programme components, facilitators, immediate, intermediate and long-term outcomes.
- Key facilitators included: having a nurturing and enduring relationship with a trusted adult, having a positive role model, self-reflection, changing attitudes and behaviours, the provision of skills and participating in fun activities with trusted adults and peers.

Conclusion

- SOCEIS had established itself as a specialist service for young people involved in serious organised crime or affected by exploitation.
- Young people were given a safe space to reflect on their lives and consider their existing relationships and the potential consequences of remaining on those negative pathways.
- Unlike time-limited interventions, SOCEIS were able to stay with young people and deliver intensive, tailored support at the young person's pace which was cognisant of their developmental needs rather than age-based provision.
- The recruitment of highly skilled practitioners and peer mentors gave young people the agency to make their own pro-social decisions and positive life choices.
- Young people reported they would recommend SOCEIS to other young people due to the range of benefits offered in a supportive manner.

1.0 Introduction

Background

Serious and Organised Crime (SOC) is defined as involving three or more people who act together with the aim of committing crimes for their financial or material benefit (Europol, undated). Organised crime groups differ from other types of group or gang as they operate across countries with high levels of organisation and planning to control large networks to commit large-scale crime (Home Office, 2018). These crimes include modern slavery and human trafficking, money laundering and bribery and corruption (National Crime Agency, 2021). SOC has continued to rise during COVID-19 and the UK's exit from the European Union as organised crime groups have sought new opportunities using online spaces and digital technologies (National Crime Agency, 2021). However, changes to the methodology and the reporting of SOC aimed at increasing, mean that the latest figures cannot be compared with previous years.

According to the National Strategic Threat Assessment for SOC, over £12 billion of criminal cash is generated annually in the UK with at least 69,281 individuals engaged in SOC (National Crime Agency, 2021). Referrals to the National Referral Mechanism, showed that there were 10,613 victims of modern slavery and trafficking, 14.5 of whom were flagged as potential victims of county lines exploitation. Money mule activity has increased, particularly amongst the younger age ranges, with between 6,000 and 8,000 offenders involved in the exploitation of individuals in the UK (National Crime Agency, 2021). Efforts to tackle SOC are guided by policies developed by the UK Government and the devolved administrations in Scotland and Northern Ireland and operationalised by the National Crime Agency. Yet, no one agency is responsible for tackling SOC. The 2022-23 annual plan (National Crime Agency, 2022) emphasised the need for an increase in partnership working, with Scotland calling for more innovative and proactive approaches in the response to the SOC threat. In England and Wales, this is based on four objectives: Pursue, Prepare, Protect and Prevent whereas Scotland has adopted the four tenets of Divert, Deter, Detect and Disrupt. Nevertheless, all three nations share the common purpose of ensuring that UK citizens can live in safe communities and that children and young people can grow up feeling loved and respected.

Organised crime groups are operated by adults who capitalise on the lack of legitimate opportunities for children and young people (hereafter referred to as 'young people'), the glamourisation of crime and criminal or financial exploitation (Ashton, 2020). They are used as a disposable workforce and often subjected to serious violence to ensure their compliance (Robinson, et al., 2019). While any young person can be targeted, Hurley and Boulton's (2021) deep dive analysis of the processes used to identify young people at risk of SOC concluded that interventions are needed that focus on those living in deprived areas, those with high levels of school exclusion and those who have experienced significant trauma in their lives. Regarding exploitation, young people with unmet needs and those with low self-esteem and confidence have been found to be at heightened risk (Radcliffe et al., 2020). Yet, recent research findings have highlighted challenges in identifying, engaging and supporting criminally exploited children safely away from exploitative relationships (Maxwell and Wallace, 2021). Firmin (2018) revealed limitations in the extent to which existing systems were designed to address extrafamilial harm. This is compounded by the nature of criminal exploitation as young people may not present as stereotypical "victims" and may resist engaging with professionals due to negative experiences

with professionals, the culture against snitching or fear of violent repercussions to themselves and their families (Bonning and Cleaver, 2020, Shaw and Greenhow, 2020, Maxwell and Wallace, 2021).

Findings from a rapid review aimed at identifying key messages for an effective service response to child criminal exploitation (Maxwell et al., 2019) stated that young people need safe exits and support onto positive pathways through the reduction of individual risk factors and enhancement of protective factors. To do this, interventions are required that can address the vulnerabilities that render young people susceptible to SOC and exploitation. This includes physical, emotional and sexual abuse, parental substance misuse, behavioural difficulties, school exclusions, those with physical or mental health issues and children who are looked after (National Crime Agency, 2019). Once exploited, young people may become subject to serious violence and ‘taxing’ where they are physically marked as a form of violent control (National Crime Agency, 2017). They can become further traumatised from what they have observed or the actions they are manipulated, coerced or forced into committing (Ashton et al., 2020). The presence of overlapping safeguarding issues necessitates a nuanced, child-first, rather than an issue-based approach (All-Wales Practice Guidance, 2019). Added to this, Spencer et al.’s (2019) thematic review of vulnerable young people in Croydon found that many exploited young people were living in poverty, with poor housing or housing instability. Hence, Case et al.’s (2022) comprehensive realist synthesis of preventative intervention in youth justice demonstrated that effective diversion interventions must address socio-structural factors, such as poverty and inequality, situational factors, such as financial incentives and motivations, and relational influences to develop effective relationships with young people. Whilst there are several innovative diversion interventions which provide young people with trusted relationships and the development of skills (Barter et al., 2019, Dodsworth and Sorenson, 2018), there is a current lack of specialist services and tailored interventions for engaging young people affected by SOC (Hunter et al., 2020, Hurley and Boulton, 2021). According to the Independent Anti-Slavery Commissioner for England (2020) ‘the current system is not working...we need to look at this urgently to ensure we are supporting these children to a safer future’.

The service

The Serious Organised Crime Early Intervention Service (SOCEIS) is an innovative intervention for young people aged 11 to 18 years which seeks to identify young people involved in, or at risk of involvement in SOC, address the vulnerabilities that led to their involvement and divert them towards more positive pathways including education, employment and training. SOCEIS has been recommended in the Home Office Practitioner Toolkit (2021) as an example of a trauma-informed holistic approach to targeting young people’s unmet needs. It was given an Excellence award at the European Social Services Awards in 2019.

The service was introduced in Glasgow in 2013 following the observation that organised crime groups were recruiting young people to deal drugs at the street level. Further, SOCEIS heralded a new model of working as it established information sharing and partnership working between Strathclyde Police (now Police Scotland) and a third sector organisation. SOCEIS includes a combination of assertive outreach, behavioural change techniques, intensive 1:1 support, group work, diversionary activities and access to skills, training, education and employment. In 2016, qualitative evaluation findings with 16 young people found that most had been diverted away from organised crime groups onto more positive pathways with a clear sense of future direction (Menezes and Whyte, 2016). A three-year evaluation of the Glasgow service (Hyder, 2021) found

that over half of the 144 young people who engaged with SOCEIS between 2018 and 2021 reported they had increased confidence to re-engage with education and take part in pro-social activities. Most young people had reduced their risk-taking behaviours with measurable reductions in re-offending rates. Indeed, police data analysis for a small sample of 22 young people revealed a 31% decrease in monthly offending (Alderson, 2018).

To explore the wider feasibility and replicability of the Service model Action for Children, the National Lottery Community awarded funding to evaluate the delivery and impact of SOCEIS in the four nations. Preliminary work in Northern Ireland revealed that implementation was unfeasible. Therefore, a second site was identified in Scotland. The four areas were Cardiff, Dundee, Edinburgh and Newcastle. These areas were selected based on evidence of need having been identified as hotspot areas for criminal activity, drug distribution and county lines exploitation and having an established Action for Children presence with strong partnerships and good community relationships. The proof of concept study began in 2020. It extended the original Glasgow model by including a greater focus on preventative and education work targeted at those on the cusp of SOC before they become entrenched in criminality.

2.0 The evaluation

The aim of this process evaluation was to examine the feasibility and applicability of SOCEIS on diverting young people away from SOC. To do this, the evaluation adopted a programme theory approach to examine the delivery model using process evaluation, qualitative and quantitative research methods. Data collection sought to determine the extent to which the Glasgow model could be developed for delivery across the UK.

The evaluation had four objectives:

5. To capture information relating to the key components of SOCEIS.
6. To provide insight into young people's entry and journey through SOCEIS.
7. To examine the views of young people, caregivers, practitioners, peer mentors and representatives from partner organisations of 'what works'.
8. To explore the feasibility of using police data to assess SOCEIS outcomes.

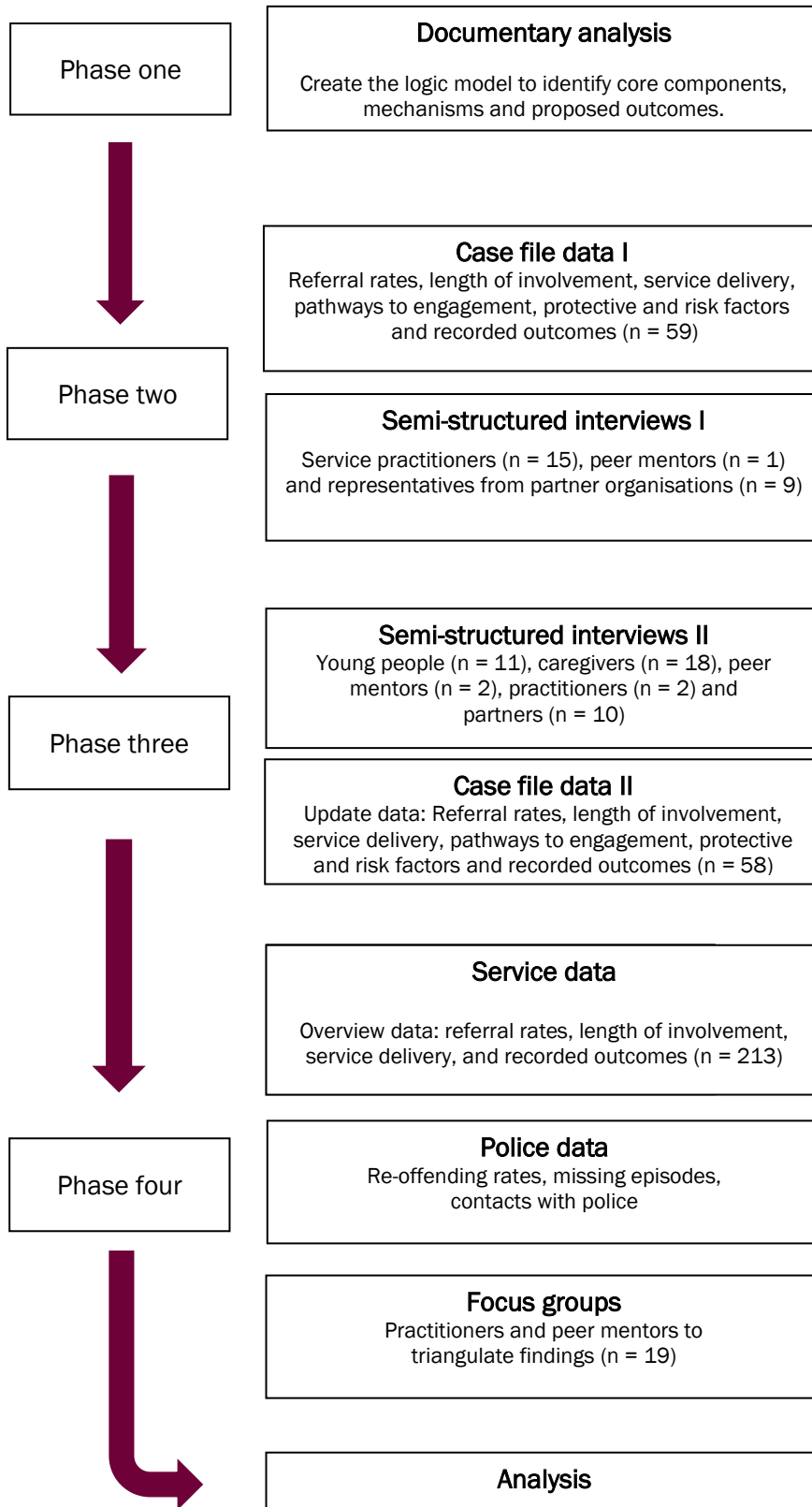
2.1 Method

The process evaluation was undertaken from February 2020 until December 2023. This period coincided with the COVID-19 pandemic and subsequent lockdown measures and as such, data collection from 2020 to 2021 was undertaken remotely using Microsoft Teams or Zoom. Aligned with the research objectives, data collection consisted of four phases (Figure 1):

1. Documentary analysis.
2. Case file data analysis and interviews: SOCEIS staff and partner organisations.
3. Updated case file data analysis and interviews: Young people and caregivers, SOCEIS staff and partner organisations.
4. Service data and police data analysis, and focus groups: SOCEIS staff and co-ordinators.

Ethical approval for the evaluation was obtained from the Cardiff School of Social Science Research Ethics Committee at Cardiff University. In accordance with ethical guidelines, pseudonyms have been used for participants and information that could be used to identify participants has been removed. Due to delays accessing police data, this will be reported in a supplemental report in December 2023.

Figure 1: Summary of data collection methods



2.1 Data collection

2.1.1 Documentary analysis

To capture information relating to the key components of SOCEIS, programme manuals, reports and documentation from each of the four areas were analysed. The aim was to identify the core components of the programme model and examine regional variations based on the needs of each locality. Initial documentary analysis was undertaken from April to September 2021. This was supplemented with interviews undertaken with three of the four SOCEIS Managers (this was due to the delay in launching the fourth site to replace Northern Ireland). The aim of the interview was to aid the development of programme theory and development of the logic model. Programme theory and the logic model were reviewed and refined based on findings from phases two to four in April 2023.

2.1.2 Case file data analysis and interviews: SOCEIS staff and partner organisations

To provide insight into young people's entry and journey through the Service, anonymised case files were requested from each area. This included routinely collected data through referral forms, risk assessments, intervention plans and contextual safeguarding forms and included demographic data (date of birth, gender, ethnicity and disability), Service delivery (start and end date, number of sessions attended, reasons for case closure) and other partner organisation involvement. Young people, parents and carers consented to this data being stored by Action for Children and used for evaluation purposes. Reflecting the diverse range of caregivers, this term is used throughout to refer to parents, grandparents and kinship carers. The data was securely transferred to the evaluation team and extrapolated onto a spreadsheet to collate information from these forms. Due to variations in form completion, not all information was available for each young person, and there were some differences in the way data was recorded across the different areas.

To increase understanding of how SOCEIS operates, phase two also included semi-structured interviews with SOCEIS practitioners, peer mentors and representatives from partner organisations. This represented a departure from the original evaluation proposal as Action for Children requested that interviews be conducted to obtain richer data regarding partner experiences and perspectives of the service. This was based on the notion that partnership working was a core component of the service. Therefore, the evaluation timetable was altered so that practitioner interviews were brought forward to phase two.

All SOCEIS practitioners (n = 11) and peer mentors (n = 1) were invited to participate. Of these, eleven practitioners and one peer mentor were interviewed between October and December 2021. However, it should be noted that two practitioners had previously been employed as peer mentors and several practitioners had relevant lived experience. A list of representatives from partner organisations was requested from each site. This yielded 24 partners who were contacted by email and invited to participate in a semi-structured interview. Of these, five email addresses were invalid and seven did not respond. Of the remaining twelve partners, ten were interviewed between October and December 2021. To preserve anonymity, pseudonyms are used throughout this report (See Appendix 1: Table 5 for participant breakdown by role and assigned pseudonyms).

Semi-structured interviews captured data relating to:

- Key components of the programme, including peer mentoring, partnership working and street work.
- Resources such as staff knowledge, experience and capacity, and caseload management.
- Practitioner perspectives of the programme.

Interviews were undertaken online using Zoom or Microsoft Teams and lasted an average of 35 minutes.

2.1.3 Case file analysis and interviews with young people and caregivers

To further understanding of young people’s entry and journey through SOCEIS and the extent to which the core model was adhered to each site, a selection of anonymised case files were obtained for a sample of young people. Case files consisted of the initial referral form, contextual safeguarding and risk assessment forms, intervention plans and records of ongoing engagement e.g. running records, contact narratives or higher-level chronologies of involvement with the service. This data was requested to capture information relating to young people who disengaged with the service as well as to garner further information relating to level of support, interventions accessed and recorded outcomes.

To examine the views and experiences of young people and their caregivers, semi-structured interviews were undertaken at each of the four areas. Interviews were undertaken with an opportunity sample of young people (n = 11) and caregivers (n = 18) between April and June 2022 (Table 1). Interviews lasted an average of 31 minutes and were undertaken wherever was most convenient for the respondents. This included the four SOCEIS offices around the UK, their homes, or via telephone (see Appendix 1: Table 6 for participant breakdown by role and assigned pseudonyms).

Table 1: Area breakdown for young people and parent interviews

Participants	Cardiff	Dundee	Edinburgh	Newcastle	Overall
Young people	3	3	2	3	11
Parents	1	1	7	4	13
Foster carers	0	0	0	1	1
Kinship carers	1	3	0	0	4
Total	5	7	9	8	29

To address the limited numbers in phase two, semi-structured interviews were undertaken with a further cohort of peer mentors and representatives from partner organisations that were underrepresented in the sample (Table 2). The fourth manager was also interviewed. This was due to the initial delay in launching the fourth site and where three of the four managers had been interviewed during phase one of the data collection.

Interviews were undertaken either in person at each site or online using Microsoft Teams from July 2022 to February 2023. These interviews were aimed at garnering insight into the role of peer mentors, and the strategic direction and sustainability of SOCEIS in each local area. Interviews lasted an average of 40 minutes and were transcribed in-house. See Appendix 1: Table 7 for participant breakdown by role and assigned pseudonyms.

Table 2: Area breakdown for partner, practitioner and peer mentor interviews

Participants	Cardiff	Dundee	Edinburgh	Newcastle	Overall
Managers	0	1	0	0	1
Partner organisations	1	4	4	1	10
Practitioners	0	1	0	0	1
Peer mentors	1	0	0	1	2
Total	2	6	4	2	14

2.1.4 Service data and police data analysis, and focus groups: SOCEIS staff and coordinators

For phase four, anonymised SOCEIS data for all young people referred to the service was requested from each site. The aim was to capture a comprehensive picture of young people’s involvement with SOCEIS, including date of birth, referral date, referring organisation, other agencies involved, intervention start and end date, reason for case closure and details on positive outcomes. Service data for each location was provided for the following timeframes: Cardiff, June 2020 to October 2022; Edinburgh, July 2020 to February 2023; Newcastle, July 2020 to January 2023.

To explore the feasibility of using police data to assess SOCEIS outcomes, police data was requested for all young people engaged with SOCEIS who had offending or missing persons police records. A comparison group of young people, within the same age range during the intervention period, resident in a demographically similar area covered by the same police force but geographically outside of the remit of the SOCEIS was also requested in order to explore the feasibility of achieving a matched sample for comparison. However, due to delays in obtaining Data Sharing Agreements in the three nations, exploratory analysis of police administrative data will be reported in a supplemental report in December 2023.

Focus groups were undertaken with SOCEIS from all four areas individually to capture updated information on outcomes, in particular those outcomes relating to education and training, housing and homelessness, whole family support, and exploitation-focused interventions. A further focus group was undertaken with the four SOCEIS managers to explore updates on strategic-level outcomes on information sharing, partnership working and the journey to desistance.

2.2 Analysis

2.2.1 Service data and case file data

Demographic characteristics were examined using service data. This included age at the point of referral, gender and referral agency. Further, case status (e.g. open, closed, awaiting allocation) at date of data collection, and the reason for case closure was extrapolated.

The number of full months that each individual was open to SOCEIS was calculated using the start date and end date for closed cases, and the start date and date of data collection for the open cases. This information was presented graphically for all open and closed cases in each location to illustrate individual-level variations relating to the length of SOCEIS involvement. For comparison between areas, the range in duration of all closed cases with a start date within the first six months of the intervention was calculated for each site. Where it was possible to consistently quantify positive outcomes across all young people in a service location, these were summarised as

percentages for open and closed cases separately. This analysis focused on the following outcome measures: reduction in offending, reduction in exploitation, improved ability to make decisions about risk, improved attendance with education, employment or training and improved relationships with families. Due to delays in receiving the data from Dundee, service data from Cardiff, Edinburgh and Newcastle was analysed in this report.

The frequency of inclusion of topics in the young people's intervention plans (where available in the selected case file data) was calculated to give a comparative overview of needs of participants between areas.

2.2.2 Interview and focus group data

Semi-structured interviews and focus groups were transcribed verbatim, and compiled, coded and analysed using NVivo software. The logic model informed initial interview schedules to explore implementation and experiences in terms of the mechanisms and processes of delivery. Interviews also provided scope for participants to address or speak on aspects of SOCEIS beyond those identified in the logic model, which was refined in light of new findings. The interview transcripts were coded thematically and analysed inductively. A final phase of data collection sought to identify and interview underrepresented cohorts in the dataset, as well as undertake a final round of focus groups, giving SOCEIS staff an opportunity to provide updates on delivery and outcomes at a timepoint when SOCEIS was well-established. This served to capture the live character of ongoing delivery and better trace changes across the life course of SOCEIS.

3.0 Identifying vulnerable young people

3.1 Multi-agency information sharing

To facilitate the identification of young people, SOCEIS began by establishing multi-agency information sharing agreements between partner organisations. Despite initial challenges, these agreements were in place for each area. SOCEIS and partners reported that they were working well, with SOCEIS managers invited to attend a range of meetings, such as multi-agency panel meetings, risk management meetings and organised crime strategy meetings. This reflected a change to normal practice as these meetings were mostly commonly attended by representatives from statutory services.

Findings highlighted two main challenges to information sharing: staff turnover and staff buy-in from partner organisations. Staff turnover hindered information sharing as this could leave a gap until their replacement was appointed. Regarding staff buy-in, it was noted that despite support at a senior level, not all staff members were willing to share information with SOCEIS. There were no notable patterns within the data, with examples cited from police and social work colleagues. Failure to share vital information reduced SOCEIS' ability to mitigate risk for the young person. It could also render SOCEIS at risk, for example when entering young people's homes with little to no knowledge of potential risk in this environment. There was evidence that SOCEIS were addressing these challenges directly with partners but this could be a slow process.

Where SOCEIS were included in partner meetings this was used to influence practice at a more strategic level:

We're able to give them quite good ideas, 'and have you thought about this?' and I think they do take it on board quite well and I often think if we didn't do our role in [SOCEIS], would they still be doing the same thing in isolation? Or would they be doing it together? I'm not saying that we're the do all and end, or we've made it happen, but I think our positive influence on the agenda has made quite a big difference (Rob, staff interview)

SOCEIS emphasised the reciprocal nature of partnership working and their role in sharing information. For SOCEIS this meant prioritising young people's safety and ensuring that information was shared discreetly and sensitively whilst also ensuring they contributed to work directed at removing risk and targeting the exploiters:

Since Action for Children has been involved, through highlighting concerns with the police, adult safeguarding and having multi-agency meetings we've been able to have the property of the drug dealer raided ... we believe, he has now decided that there's too much... heat, if you like, on this particular young person and that, you know, we're banging the drum, we know what's happening, and he's taken a step back from the young person and there's no more contact (Jason, statutory partner interview)

This notion of 'heat' on the young person was cited several times as a strategy used to make young people undesirable to exploiters.

In addition to strengthening information sharing across partners, SOCEIS educated partners about exploitation and influenced how partners perceived and interacted with young people. This attitude change began with the language used to talk about those subject to exploitation:

[Partners] use language like 'putting themselves at risk' and like, 'making choices', and the 'choices they make' and 'their behaviours' and I feel like I'm the one that's always saying, 'yeah, but they've been exploited' ... 'They don't have a choice in that, they're doing that out of fear', ... so continually hammering that home, please think about the language that you're using and please think about the young people as well (Charlotte, staff interview)

This supports wider findings regarding the use of blame language and implicit assumptions about young people's agency when they are being used by people they look up to (Maxwell and Wallace, 2021). SOCEIS noted that notions of blame and culpability are at odds with a Child First approach and can increase the likelihood that older teens are criminalised rather than safeguarded. It also revealed some confusion about whether to treat them as children or adults:

This young person, in particular, is thirteen years old and in one part, they talk about them being a child and then the next part of the police speaks about them being like an adult. Like, he's thirteen. Do you know? So, understanding of age, stage, and behaviours. And I think that is a real barrier." (Charlotte, staff interview)

Several SOCEIS staff linked this notion of age, stage and behaviour to young people's prior trauma and lived experiences and invited partners to adopt a more reflective approach about the whole person and not the behaviours that brought them into contact with statutory services.

3.2 Referrals

Analysis of service data found that most referrals were received from Children's Services, followed by police and youth justice services (Table 3). Unlike the other three areas, Newcastle received a relatively high number of referrals from education. This reflected an addition to the core SOCEIS model as Newcastle (as well as Edinburgh) established an outreach partnership with targeted local schools to deliver preventative in-school workshops for young people who did not meet the SOCEIS threshold for intensive 1:1 support but for whom there were vulnerabilities that increased the future likelihood of exploitation. In Newcastle, these sessions were facilitated by SOCEIS staff.

In total, 223 young people engaged with SOCEIS between July 2020 and January 2023. The majority of young people were male, although a slight increase in the number of girls being referred to the service was noted. Generally, the SOCEIS engaged with young people aged between 11 and 18 years, with a median of 15 years at the time of referral. Subtle variations were found between areas, for example, the average age was 14 years in Newcastle while the youngest participant in Edinburgh was 13 years of age (Table 3).

Of the 222 young people whose data was available, the primary reason for referral (Table 4) was criminal exploitation (154:69%) followed by at risk of criminal exploitation as identified by schools (28: 13%). Some young people were referred to SOCEIS due to their association with serious organised crime groups or gangs (16:7%), repeated offending (12:5%) with an additional group of young people referred due to their involvement in drug dealing (5:2%). Of the remaining 8 (4%)

young people, reasons for referral included dual risk of criminal and sexual exploitation, behavioural issues, substance misuse or violent behaviours.

Table 3: Age and gender breakdown for each area

	Cardiff	Edinburgh	Newcastle	Dundee*	Overall
Average age*	16	15	14	-	15
Min.	11	13	11	-	11
Max.	18	18	18	-	18
Male	92%	100%	94%	66%	94%

*Age data missing for Dundee and data on gender calculated from case file data

Data was available for 210 young people who had engaged with SOCEIS' interventions. Of these, 77 cases were open at the time of data collection and 133 had been closed. Of those closed (Table 4), 47 (35%) young people had been successfully diverted away from serious organised crime. A further 24 (18%) had engaged with another service, with the vast majority of these having completed a school-led intervention. Hence, just over half of young people had their cases closed due to reduced risk following their engagement in a tailored intervention. Of the remainder, 46 (35%) had declined the offer of support from SOCEIS. Finally, cases were closed for 16 (12%) young people for other reasons. This included being taken into custody (6:38%), moving to another area or being accommodated. Two young people had their cases closed as they transferred to post-18 services.

Table 4: Referrals to Serious Organised Crime Early Intervention Service and case status

	Cardiff		Edinburgh		Newcastle		Dundee		Overall	
	n	%	n	%	n	%	n	%	n	%
Referrals										
Children's Services	42	50	38	66	11	15	5	50	96	43
Police	7	8	9	16	24	34	3	30	43	19
Youth Justice Service	33	39	1	2	4	6	0	0	38	17
Third Sector Agency	1	1	3	5	3	4	0	0	7	3
Probation	1	1	0	0	0	0	0	0	1	0
Education	0	0	2	3	29	41	0	0	31	14
Other	0	0	4	7	0	0	0	0	4	2
Not known	0	0	1	2	0	0	2	20	3	1
Total	84	100	58	101	71	100	10	100	223	100
Case status										
Open	18	21	25	43	27	38	7	70	77	37
Closed	57	68	33	57	40	56	3	30	133	63
Not allocated	4	5	0	0	0	0	0	0	4	2
Not started	4	5	0	0	4	6	0	0	8	4
Unknown	1	1	0	0	0	0	0	0	1	0
Reason for case closure										
Intervention completed	16	28	19	58	12	30	0	0	47	35
Support from other services	0	0	3	9	21	53	0	0	24	18
Other	10	18	2	6	3	8	1	33	16	12
Declined support	31	54	9	27	4	10	2	67	46	35

*Dundee data is based on case file records and not service data

3.2.1 Insights from manager and practitioner interviews

Referrals were received via the SOCEIS referral form. Overall this process appeared to work well. However, a lack of understanding about SOCEIS' remit and referral criteria could lead to underreporting:

... it's either a rush, or it's a lack of understanding about what [SOCEIS] is for. It's not just about children who offend. It's about children that have been at risk of criminal exploitation by an organised crime group, and that's sometimes missing for people that are making referrals." (Kirsty, statutory partner interview)

One partner noted that despite having a comprehensive information sheet, some partners were unsure which young people to refer to SOCEIS. Consequently, some partners were referring any young person associated with criminality:

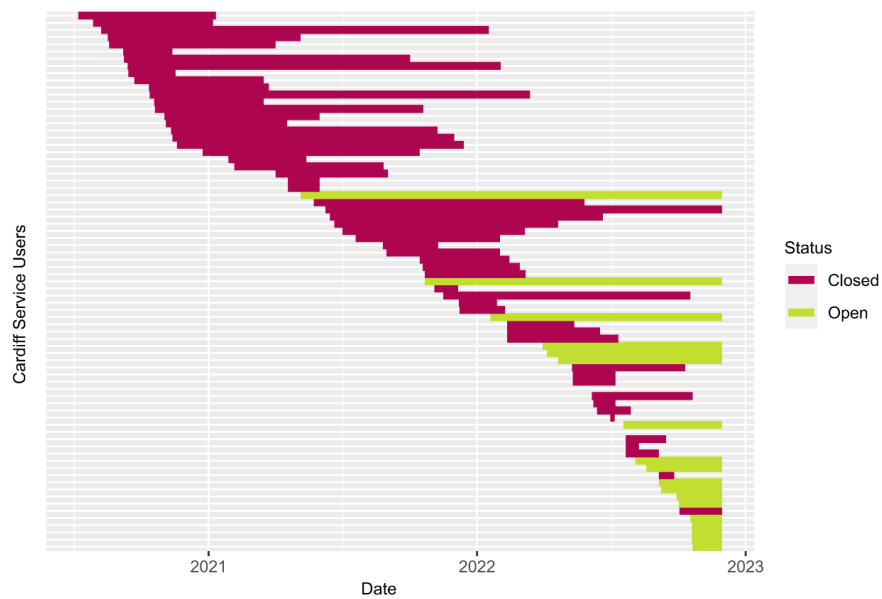
Because I don't know [SOCEIS'] threshold well enough to decide. So to begin with we were not putting in nearly enough through and I think they're now putting anybody that's of the age that they deal with, that is getting involved with criminality. We're probably more likely to refer everyone. I'd have to say everyone but that's probably not the case, but you know what I mean? Most of them rather than us deciding which one's suit (Malcolm, statutory partner interview)

Partners raised some concerns regarding the number of cases SOCEIS manage and ensuring that they did not become 'clogged' (Kim, statutory partner) with cases at the lower end of risk, especially as SOCEIS' remit to was to include young people involved in SOC as well as those on the cusp of SOC. To address these issues, SOCEIS had included referral discussions within multi-agency meetings and the adoption of an 'open door for consultation' (Judith, statutory partner interview) policy which enabled referrers to discuss whether the referral was appropriate. This policy was particularly helpful as it was noted that risk could be hidden due to the nature of child criminal exploitation. Where tangible evidence was lacking, discussions enabled consideration of concerns, or the 'clustering of concerns' rather than a specific incident (Judith, statutory partner interview). If needed, the SOCEIS National Manager was available to share their expertise and inform decision making.

3.3 Engagement

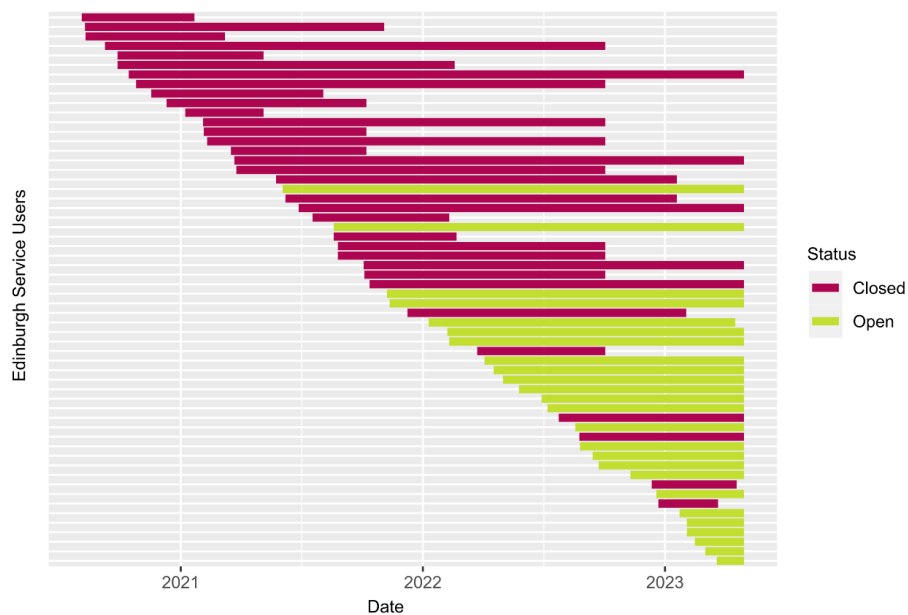
According to casefile data, duration of engagement varied substantially according to each young person (Figures 2 to 4). Analysis of the service data for all closed cases with a start date within the first six months of the intervention (n=45) showed that duration of engagement ranged widely from 2 to 30 months. The figures below provide an indication of the length of engagement for individual young people. Each horizontal bar represents the length of time one individual was open to the service. Bar colour represents case status at the time of data collection.

Figure 2: Indicative graph of individual level duration of engagement for Cardiff



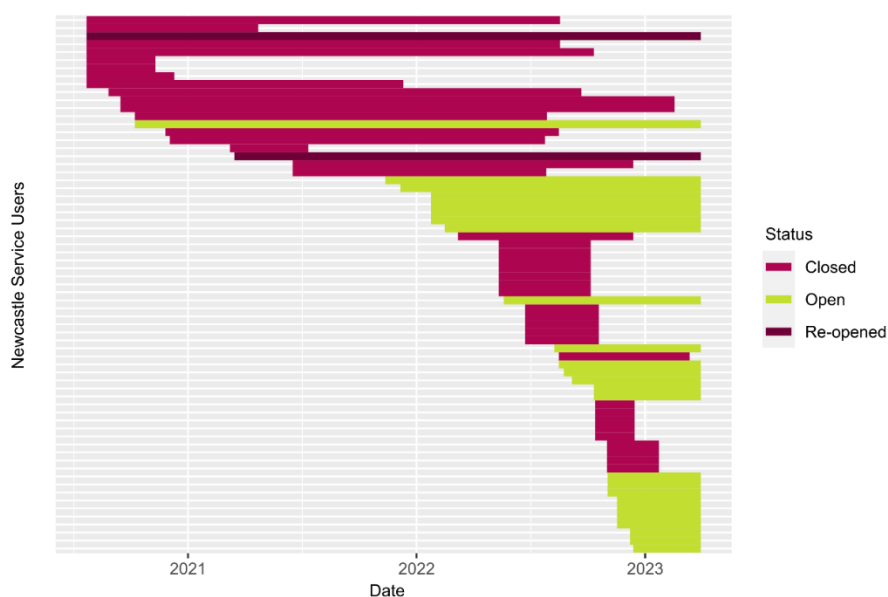
According to figure 2, young people's engagement varied according to individual need. This included the length of time dedicated to foster initial engagement as well as the period where young people were engaged in activities with SOCEIS.

Figure 3: Indicative graph of individual level duration of engagement for Edinburgh



Similarly, young people engaged with SOCEIS showed variation regarding duration of engagement. However, this appeared to be more consistent than Cardiff. The reasons for this will be explored further in the supplemental report of service and police data analysis.

Figure 4: Indicative graph of individual level duration of engagement for Newcastle



Duration of engagement for Newcastle reflects the targeted outreach work in schools, with some young people engaging in weekly workshops for a set period of around ten weeks. Further, two young people in Newcastle experienced pauses in their interventions, whereby they were closed and then re-referred back into SOCEIS for additional support.

3.3.1 Insights from interviews with young people, caregivers, SOCEIS staff and partners

SOCEIS' engagement with young people was deemed to be a core element of the service by young people, caregivers, partners and SOCEIS staff. As noted in the interim report (Maxwell et al, 2021), this success was predicated on the allocation of time and resources to foster engagement:

A lot of young people can get lost through the system, whereas Action for Children gives you that flexibility where you can keep on trying and then you can engage with the parents, you're able to try and find a way of engaging that young person then ... it's just that nurturing (Neil, staff interview).

The flexibility to 'keep on trying' was vital given that young people did not have to accept SOCEIS' offer of support. Rather, engagement was dependent on either the belief they needed support or young people wanting support. Beyond this, young people had to overcome a range of barriers to accept support, such as negative perceptions of statutory services and distrust of professionals:

I didn't trust them straight away. Not one bit. Not one bit. To be honest I thought they were all grasses, gonna try feed them information and that (Finn, young person interview)

This was compounded by partner agencies who told young people they were being referred to SOCEIS due to concerns about exploitation. This deterred young people from speaking with SOCEIS staff from the outset:

I know I've had, I'm sure we all have, where we've gone to knock on somebody's door and we've said, you know, we're working for [Service], Action for Children,

and straight away, well: "You're the ones saying I've been exploited, who the F do you think you are? F off!" shut the door" (Lucy, staff interview)

There was a sense from the data that this was occurring less frequently as SOCEIS Managers were addressing this with partner agencies. Even when young people shut the door, SOCEIS practitioners persevered in establishing relationships with young people and adopted a range of strategies at the individual, interpersonal and community levels to address these barriers.

At the individual level, practitioners and peer mentors reported the importance of being reliable, honest and trustworthy. This was particularly valued by young people as Karl described:

The other services I wouldn't be here right now, they're shit. They don't turn up, they lie to you all the time, and lie to you, and it's just vexing, you don't wanna work with them no more. Whereas with [SOCEIS] it's the last chance you know (Karl, young person interview)

While Karl alluded to SOCEIS being their last chance for support, for other young people subject to multi-agency responses, it constituted another professional in an overcrowded landscape. In these cases, SOCEIS practitioners were able to reduce the pressure on young people:

I don't have as many workers now. I'm mainly just with [practitioner] and my social worker. So it works, it works nice, man ... So you know, there's a lot of, it just feels like pressure's off, in it, it doesn't really feel as much like a worker, you know? (Justin, young person interview)

Rather than being perceived as another 'worker', SOCEIS practitioners and peer mentors formed trusting relationships based on respect, valuing young people and being honest about what they could deliver. SOCEIS formalised these relationships with a 'contract' which stated what young people could expect from SOCEIS and what SOCEIS expected from young people. Further, young people were made aware of the confidentiality policy which had clearly defined parameters with the explicit aim of safeguarding them from harm. Such relationships outside the family environment are important for young people who have been subjected to different forms of abuse from adults and who may not otherwise have access to a trusting relationship with an adult (Dodsworth and Sorenson, 2018).

At the interpersonal level, SOCEIS practitioners and peer mentors used existing relationships to foster engagement. This included using existing professionals to facilitate an introduction or from engaging with caregivers. For the latter, this gave young people an opportunity to observe how SOCEIS interacted with their caregivers and insight into the support they offered:

Some of the young people we've worked with, if engagement was really poor, then they try and get through through the door that way. So, the young lad that ... was out of school for two years, the engagement with him was quite poor, like, initially so (SOCEIS) just kept, he would go up to the door, tapping on the door, start building up the relationship with [caregiver] and that really worked (Laura, staff interview)

While observing positive interactions between SOCEIS and caregivers could enhance youth involvement. SOCEIS reported that in some cases, it could hinder their engagement. Therefore,

SOCEIS prioritised engagement with young people and ensured that caregiver engagement was aimed at enhancing outcomes for each young person.

Finally, at the community level, a few practitioners also spoke about the cultural acceptability of formal support. There was a sense from the interview data that there were patterns and trends regarding referrals for different ethnic groups. While this can be explored further in the forthcoming report of police data, practitioners thought that certain ethnic minorities were disenfranchised within the wider community which made them more likely to seek out alternative routes to economic and social capital. This supports findings from Sandberg (2008) who found that ethnic minorities were vulnerable to exploitation due to their exclusion from mainstream society. However, as Neil described, SOCEIS was able to develop positive relationships due to the time dedicated to relationship-building:

More often than not [ethnic minority] families are not known to work with services, they avoid it but somehow this one particular family, I've managed to build a really great relationship probably cos I go there so much. But mum really trusts me and then what happens is when stuff happens it's me she calls first, it's not the police, it's not anyone else, and then I become like the mediator between all the other organisations (Neil, staff interview)

This reiterates the importance of having sufficient time and resources to foster engagement, especially for those reluctant or wary of services.

Engagement was further facilitated by Action of Children's existing presence in each area and word of mouth recommendations:

Just got a letter through the door which just explained everything that they do and it was basically accept it or don't so I accepted it cos they're a good service I got told (Philip, young person interview)

This supports the introduction of SOCEIS in communities where Action for Children had existing projects. Once young people accepted this initial invitation, having practitioners and peer mentors with local knowledge facilitated relationship-building because 'it's just when you speak to a [local] person, you just get along with them immediately' (Philip, young person). Consequently, young people perceived SOCEIS practitioners and the support they offered as different from other professionals and services:

It's not a support you get anywhere else. You know? Like, it's genuine. This isn't, like, a lot of times with these [other] workers, if you're switched on enough, you'll notice that it's like, they're doing their job. But with [SOCEIS worker] it's like, almost he's doing his job and he's doing extras on top of his job, you know? (Justin, young person interview)

Reiterating findings from the interim report (Maxwell et al., 2022), SOCEIS' separation from statutory services was an important factor for young people and caregivers:

Yeah. It's like, they're just like normal people like us. Like normal working class people. Social workers I think... they've got that stigma haven't they? Whereas these [SOCEIS staff], although they're pretty much doing the same kind of job, they're more approachable (May, caregiver interview)

Despite acknowledging SOCEIS' direct work had similar aims to social work, caregivers and young people perceived SOCEIS as more acceptable because it did not have the stigma of statutory service involvement. This highlighted the benefit of offering SOCEIS from a third-sector organisation separated from statutory services responsible for making decisions about young people lives (Barter et al., 2019).

4.0 Programme components

4.1. Assessment of needs

SOCEIS spoke favourably about using the Justice Star (Mackeith et al., 2017) to inform the creation of bespoke provision. Practitioners used the Justice Star to guide a strengths-based, child-centred conversation with young people about their needs. This assessment of needs from the young person's perspective was in conjunction with findings from an individual risk assessment and contextual safeguarding review to provide a comprehensive picture of the young person, their peers and the people around them in the wider community. Based on this information, a bespoke intervention plan was developed.

4.1.1 Case file data

Drawing on case file data, a slight variation was noted in the number of domains recorded in intervention plans (Table 5). Three areas included 18 domains while one area had 10 domains; this does not mean that other factors were not considered, for example, contextual safeguarding was completed in a stand-alone document.

Table 5: Area intervention plans

	Cardiff (n=13)		Edinburgh (n=12)		Newcastle (n=10)		Dundee (n=5)		Overall (n=40)	
	n	%	n	%	n	%	n	%	n	%
Emotional regulation	12	92	4	33	10	100	5	100	31	78
Self esteem	12	92	0	0	6	60	5	100	23	58
Relationships	13	100	2	17	5	50	5	100	25	63
Thinking and behaviour	13	100	4	33	9	90	4	80	30	75
Emotional and practical support to caregivers	10	77	0	0	6	60	3	60	19	48
Family support	7	54	2	17	3	30	3	60	15	38
Identifying and managing risky situations	12	92	0	0	0	0	2	40	14	35
Exploitation	12	92	3	25	0	0	5	100	20	50
Safety planning	9	69	1	8	1	10	2	40	13	33
Peer mapping	11	85	0	0	2	20	5	100	18	45
Offending*	0	0	8	67	0	0	2	40	10	25
Peer Mentor*	0	0	4	33	0	0	0	0	4	10
Contextual safeguarding*	0	0	10	83	0	0	5	100	15	38
Education/employability*	0	0	9	75	4	40	3	60	16	40
Identity work*	0	0	1	8	2	20	1	20	4	10
Substance misuse*	0	0	3	25	2	20	3	60	8	20
Daily routine*	0	0	0	0	2	20	1	20	3	8
Housing*	0	0	1	8	0	0	0	0	1	3

N for each location denotes total number of intervention plans available.

* indicates topics not included on intervention plan forms for Cardiff.

The most prevalent domains were emotional regulation, thinking and behaviour, and relationships. Peer mapping was evident in a greater proportion of the Cardiff and Dundee documentation than for other areas. Identifying and managing risky situations was also a particular focus in Cardiff, whilst in Edinburgh contextual safeguarding and education and employability were most frequently cited areas of need.

4.1.2 Assessment tools

Broadly speaking, and aligned with the Justice Star, practitioners described delivering financial support, advocacy, emotional support, health and well-being guidance, decision-making and skill development. This was supplemented with diversionary activities based on young people's interests. Rather than a static process, progress and risk were assessed on a monthly basis by SOCEIS Managers:

That's the general idea really, just building that interest in them, making sure we're listening to their needs, trying to build a provision around them, they're at the centre of it, and that we're not just building a provision that they should just be involved in which they don't want a say in (Rob, staff interview)

Whilst adopting this child-centred approach, Rob highlighted the need to take young people 'out of their normal comfort zones of where they may be stuck and just trying to get them to there's a bigger world out there'. Hence, SOCEIS supported young people to identify their future aspirations and set goals to help them realise their ambitions.

4.2 Trusted adults

During this journey of change, young people were allocated a key worker who served as the main point of contact. For caregivers, this single point of contact helped young people to build trust, encouraging them to talk about their lives:

Cos he doesn't like talking to anybody and he's very, he's quite withdrawn if he doesn't know you, so he's got to build up that trust first and he's managed to do that with them. Cos although there's other people who work here, it's the same ones who go and see him most of the time (Nick, caregiver interview)

The importance of this relationship was also noted by partners. Drawing upon observations of SOCEIS' ongoing work with one young person, Dominic (statutory partner interview) described the relationship as 'one of the few tangible, protective factors the young boy had'. Such relationships provided young people with opportunities to form attachments to positive role models who gave them the 'consistency of the same person, same face, same place and all those things' (Erica, partner interview). That is not to say that these relationships always went well. There were occasions where SOCEIS practitioners felt that young people would be better paired with a peer mentor or other practitioner. Such changes were accommodated by SOCEIS.

According to caregivers, young people were more amenable to receiving advice from SOCEIS than caregivers or other professionals. Caregivers attributed this to the manner in which SOCEIS communicated with young people and the perceived authenticity of practitioners and peer mentors due to their 'insider status' of living in the same communities. Further, young people and caregivers perceived peer mentors as authentic and genuine due to their relevant lived experience, their

shared language and their understanding of local norms and culture. This was enhanced by SOCEIS' policy of relationship-based support aimed at working *with* young people rather than adopting a professional-led 'doing to' approach (Slay and Stephens, 2013). This was apparent across interview findings as practitioners described taking part in activities alongside young people, whether that was go-karting, martial arts or having a meal. This is a departure from routine delivery where professionals take young people to activities but seldom take part. Such shared experiences were used to promote ongoing dialogue on the young person's terms. Hence, several practitioners described telling young people they should discuss certain topics but only when they were ready to have that conversation. This was observed by a partner who noted that while SOCEIS adopt a child-centred approach they are also willing to have challenging conversations and do not shy away from sensitive topics, when necessary. This could be in the form of querying young people's approaches to certain situations and providing them with an alternative viewpoint:

Yeah like I'll say something like 'They're fucking idiots' but then they'll go 'But... if you don't engage with these people then this'll happen, this'll happen and this'll happen. So is that actually worth it?' And they'll explain things better than I can think things, if you know what I mean. And that kinda helps me. (Philip, young person interview)

This approach accepted the validity of Philip's feelings before encouraging him to assess the consequences of different actions. Theoretically, this constitutes 'scaffolding' (Vygotsky, 1978) where SOCEIS provided additional information which young people can use to understand their experiences. Rather than telling learners what to do, scaffolding theory is based on giving learners the level of support they need. As learning develop, the scaffold is reduced until the learner becomes independent. This is particularly pertinent to SOCEIS as their aim is for young people to achieve independence with the resilience to avoid re-exploitation and manage difficult encounters. For example, Will described an occasion when a young person was able to manage their emotions in a difficult encounter with their peers:

You know we forget the youngsters what they have to deal with from the other youngsters. But you didn't bite did you? You didn't kick off (Will, SOCEIS staff interview)

This demonstrated the ability to manage a highly emotive public encounter decisively but not aggressively. Other young people described similar skill development with Kieron saying that he was 'quietening down' (young person interview) and more able to manage situations.

4.2.1 Peer mentors

As reported in the interim report (Maxwell et al., 2022), peer mentors were perceived as fundamental to SOCEIS and supporting young people on the pathway to positive change. This was less pronounced as young people and caregiver interviews revealed that SOCEIS practitioners and peer mentors were often viewed interchangeably. Both were perceived to be supportive and fun. However, peer mentors were perceived as younger and more attuned to their lives. This gave them increased credibility with young people which enabled them to challenge risk behaviours and question young people's narratives because 'we're doing everything that he's already done, so he knows what we're like' (Finn, young person interview). As well as increased insight, young people and caregivers valued receiving support from peer mentors as they represented hope that change was achievable and they could make positive choices in their lives (Buck, 2021). Hearing first-hand

accounts from people with lived experience mitigated the perception they were unable to escape the criminal justice system:

I think that's a lot more valuable sometimes than just seeing somebody that's always done good, cos they can identify with that person more and they can see the possibility for growth within themselves. So I think it's good to have people, you know, with lived experiences, to say yeah, I understand what you're going through, but I also can show you there's a better way (Vera, caregiver interview)

According to Buck (2019), this provides young people with a sense of security not associated with statutory professionals who may be viewed as inconsistent or distrusted.

4.2.1 Transition to adulthood

SOCEIS appeared adept at working with young people during the transition phase from child to adulthood. Indeed, findings from 'Beyond Male Role Models' a research project undertaken by the Open University with Action for Children found strong evidence that third-sector services serve as important 'third spaces' which help young people navigate this transition (Robb et al., 2015:18). Having observed an interaction between SOCEIS and a young person, one partner described this in terms of adherence to the PACE (Playfulness, Acceptance, Curiosity and Empathy) model (Hughes, 2009) which is an attachment-focused approach to building trusting relationships and emotional connections with young people who have experienced trauma. On this occasion, SOCEIS had maintained playful banter, demonstrated warmth and moved the conversation to a place where they could have a difficult conversation with the young person about a serious incident that had occurred. This was facilitated by having highly skilled staff with youth work skills who were able to scaffold learning conversations rather than adopting an authoritarian or teaching role (Vygotsky, 1978). Several young people commented on how this differed from other professionals:

They're not like your usual social workers. When you see a social worker you just think 'oh no, it's the social worker'. You just think of the bad times, like 'you're social work', you know what I mean? Like asking you weird questions, like 'are you selling drugs?' or 'do you go out and do this and do that?' they just ask you that." (Finn, young person interview)

Rather than asking young people 'weird questions' SOCEIS engaged in ongoing supportive dialogue with young people. This enabled them to delve deeper into young people's lives. Practitioners highlighted the levels of trauma young people had experienced and their need to be accepted, have their voices heard and for many, have a consistent person in their lives who cared about what happened to them. This approach fostered engagement and provided informal opportunities for learning so that SOCEIS were perceived as 'more of an arm around the shoulder, rather than a hand in the middle of the back' (Elizabeth, caregiver interview). This approach also meant that rather than relaying intervention names or titles, young people and caregivers spoke more holistically about the support they received. For evaluative purposes, this rendered it difficult to disentangle different forms of support and interventions.

4.3 Out-of-hours support

Caregivers spoke positively about how SOCEIS works with young people rather than trying to fit them within traditional nine-to-five delivery models. Practitioners reported initiating meetings from

mid-morning onwards, with some practitioners scheduling meetings in the early evening. This approach enabled SOCEIS to adopt the best approach for each young person, whether they ‘sleep all day and [are] awake all night’ (Nick, caregiver interview) or had other commitments.

There was a lack of clarity about SOCEIS out-of-hours support during evenings and weekends. Some SOCEIS staff said they left their phones on so they could respond to emergencies while a few said they turned their phones off. For those who did provide out-of-hours support, time off in lieu was allocated during the week. Moreover, SOCEIS cited examples where young people had been in crisis and required support. This included homelessness following family breakdown and being arrested:

Yeah. I mean I've rang her on a Sunday, Sunday evening when I've had a problem. [Young person] got arrested and she's given us advice and spoke to us over the phone and she's never not rang us back, you know, if I've left her a message she's always returned my phone calls." (Dawn, caregiver interview)

For the most part, SOCEIS provided advice and guidance outside of normal office hours undertaking more substantive work on their return to work. Young people reported having received text messages at the weekend to check how they were, reminding them of important meetings or reminding them not to get into trouble, e.g. ‘Make sure you’re spending the right time with the right people’ (Finn, young person interview). In this regard, SOCEIS conveyed a real interest in young people beyond simply addressing their problem behaviours.

For some young people and caregivers, the knowledge they could call SOCEIS at weekends or evenings provided much-needed reassurance. According to caregivers, some young people required guidance about using out-of-hours support as they were unclear that this was for emergencies rather than general enquiries. As young people are more accustomed to the 24/7 nature of social media this appeared to reflect confusion about when to send messages rather than a need for out-of-hours support. Indeed, young people appeared pleased to be trusted with SOCEIS mobile numbers with most reporting they would not contact them because ‘... obviously I want them to enjoy their weekend and that’ (Kieron, young person interview). This demonstrated the reciprocal nature of the relationship which young people caring about the well-being of SOCEIS staff.

4.4 Individual-level support

Based on the individual assessment of needs, SOCEIS provided a tailored package of support for each young person. The provision of tailored support enabled SOCEIS to work with young people when they were most at risk of re-offending or being exploited. For caregivers, this was linked with the lack of daily routine or during leisure time. This was particularly pertinent given that many young people had little structure in their lives having disengaged from education, employment or training. However, it was also associated with the summer holidays and the lack of youth clubs and other activities for young people to access. SOCEIS addressed this gap in provision.

SOCEIS offered a combination of discrete interventions targeted at the needs assessment and support embedded within activities based on the young person’s interests. This made it difficult for young people and caregivers to distinguish between different interventions. Therefore, this section adopts a broad categorisation of individual-level support arising from the interview data rather than a definitive description of the specific interventions delivered. Indeed, informal

learning opportunities were apparent across every engagement. For example, young people were encouraged to make decisions about which activities they wanted to try from a range of choices:

Yeah and that's what he does, he opens the laptop, he shows me like 'do you wanna do like all these things' and then I just pick one or two things I want to do and then there's like 15 of them and like when I don't wanna do something I won't do it at all (Karl, young person interview)

The adoption of a youth-led approach increased engagement as young people were able to select which activities they wanted to participate based on their interests (Lucas and Staines, 2022). It was noted that while SOCEIS cannot compete with the money offered by exploiters, it can give young people opportunities to have fun and be children:

It's very, very difficult to come up against as well, because we can't compete with the money; we're offering them something totally different. So, our way to divert them is through education. The opportunities, through activities, through having fun days out that they possibly wouldn't experience and giving them the opportunity to actually be children (Charlotte, staff interview)

The importance of giving young people the opportunity to be children was a common theme among interviewees. While SOCEIS offered young people a range of activities including mountain biking, camping, martial arts, participating in sports, going to fairgrounds or theme parks, SOCEIS practitioners added two caveats to this approach. First, they were careful about balancing fun activities aimed at retaining engagement with other activities aimed at re-engaging with education or accessing employment or training. Although, as caregivers were quick to point out, these activities served a wider purpose:

They encourage them to get outside and do things that teenagers should be doing, not illegal stuff [laughter] ... enjoyable stuff and, you know, like, obviously like do things with other members of the group, work as a team, they encourage that as well. So yeah, I think it's good (Molly, caregiver interview)

Previous research has found that accessing fun, community-based activities is a mechanism for positive change as it enhances young people's protective factors (Barter et al., 2019).

Second, SOCEIS were restricted in what activities they could afford to access. As Elizabeth (caregiver) stated, having access to in-house activities would allow SOCEIS to provide more opportunities for young people, especially in light of the reduction in youth services:

I think I mean, with the way it is now with no youth clubs, or any facilities for teenagers, if [SOCEIS] had that type of facility, then I think it'd be a massive improvement. Because I think that's where this country is lacking. (Elizabeth, caregiver interview)

This was supported by a SOCEIS practitioner who stated that access to a bike track or similar facility would enhance SOCEIS' offer to young people and increase their informal learning opportunities

4.4.1 Financial support

Poverty emerged as a common theme across young people. While this is not surprising given that SOCEIS operates in areas categorised as deprived, SOCEIS staff and partners echoed wider findings regarding the detrimental effects of poverty and its association with criminality, higher levels of stress and higher levels of negative life events (Peden et al., 2019). More specifically, SOCEIS observed direct and indirect effects of poverty on young people engaged with SOCEIS. Regarding direct effects, young people were often hungry, had inadequate clothing and in some cases, they did not have access to a bed to sleep in or basic items such as plates and cups. Such needs correspond to the lowest levels of Maslow's hierarchy of needs (1943) relating to the most fundamental human needs for food, warmth and safety. Regarding indirect effects, living in deprived communities heightened young people's contact with exploiters. This produced a complex picture where poverty could prompt young people to start drug dealing as a source of income. Conversely, it could be a symptom where young people were subject to financial exploitation. Nevertheless, practitioners deemed poverty to be a contributory factor to exploitation. Therefore, SOCEIS delivered a wide range of informal and formal provision designed to meet the young person's fundamental need for food, warmth and shelter. This included teaching young people about budgeting, taking them food or clothing shopping or helping them to open a bank account. According to practitioners, this fulfilment of basic needs provided multiple benefits to young people in addition to alleviating feelings of hunger.

Being taken out for food was seen as a 'huge thing' (Duncan, staff interview) as many young people were not ordinarily taken out to places like McDonalds. This supports findings from Maxwell and Wallace (2021) who reported that food has a big influence on young people and it is often used as a grooming tool by exploiters. In addition to being taken for food, SOCEIS helped young people to buy things for their homes:

He didn't have money to buy plates and cups and spoons and microwaves, but we have got that from these vouchers, so he can now afford to buy the food that goes on the plate, that fills his belly, that makes him feel a bit better. So it gives him the nutrients he needs, gives him the energy needs, maybe makes him feel a bit better (Charlotte, staff interview)

Such informal support provided young people with immediate benefits from their engagement with SOCEIS as well as the longer-term development of skills needed for independence. Such practical, hands-on support also reinforced the notion that SOCEIS was there to help and support young people with their needs rather than simply focusing on their problem behaviours. This bolstered young people's feelings of esteem, especially as practitioners were not time-limited or rushing off to another appointment. Rather than professionals delivering a service, young people and caregivers perceived practitioners as caring and compassionate with a genuine interest in improving their lives.

4.4.2 Emotional support

SOCEIS provided young people with emotional support to improve their sense of self-belief and increase their range of coping mechanisms and resilience. Young people, caregivers, SOCEIS, and partners all reported that young people had low self-confidence and self-esteem. This was often apparent at the initial referral stage, with some young people struggling to engage with SOCEIS due to anxiety or lack of confidence to meet with practitioners. For example, Natasha, staff

interview described one young person, as a ‘chronic non-engager’ who took six months before they felt comfortable going out with SOCEIS. Hence, much of SOCEIS’ work was centred upon increasing self-confidence and self-esteem, either directly by encouraging and supporting young people to access SOCEIS, try new activities and have high aspirations for themselves or indirectly through praise, having high expectations and believing young people could make positive changes to their lives. SOCEIS also bridged a gap for young people when they move away from negative peers or take different paths from their friendship group. At these times, young people become isolated and lonely:

It gets me out the house when I want to and when I’m feeling like bored and lonely, cos none of my friends really go out anymore, I just like give [SOCEIS support worker] a text or something or he’ll give me a ring and he’ll take me out for an hour and just, yeah have a coffee or something, chill out, do whatever, go on a bike ride or something like that (Karl, young person interview)

This was reiterated by Ross (staff interview) who emphasised the importance of routine and activities because ‘without that, you know, they’re in trouble’. Further, SOCEIS provided young people with a safe space in which to pause, reflect upon their lives and develop their self-confidence before engaging independently with the wider world (Robb et al., 2015). This was deemed pertinent given that some young people were emotionally immature and required support with specific issues such as managing emotions and coping skills:

They’ve had violent offences, and just trying to give them coping strategies about how to deal with, when they don’t feel, when they’re feeling annoyed and instead of threatening to stab people, or stabbing someone, they, you know, there’s other ways around dealing with that (Leanne, staff interview)

Such emotional immaturity can increase vulnerability to exploitation (Barter et al., 2019). Others have found that effective approaches adopt a developmental approach based on the age and stage of young people rather than age-based approaches (Walsh, 2019; Cordis Bright, 2015; Burke and Loeber, 2015; Fagan and Catalano, 2013). Given that emotional immaturity was linked with difficulties in focussing, SOCEIS undertook this work in manageable steps according to their young person’s cognitive ability.

4.4.3 Health and well-being

SOCEIS provided young people with support to promote their health and well-being. This was framed in terms of future goals and the belief that young people could make these positive changes in their lives:

[SOCEIS worker] was encouraging him to get back into fitness, fling the fags out the window, get rid of the vapes, get yourself back in a good physical condition. Because you know, things are going to move for you, you got a job coming up and you know, you need to be fit and healthy for that (Martin, caregiver interview)

In doing so, SOCEIS reduced the risk of re-exploitation as Ruth (staff interview) explained, ‘sometimes when you sort out like those other things, those bigger things start sorting themselves out’. This included help with living and self-care, such as teaching young people about personal hygiene or washing their clothes as well as support to address a range of physical and mental

issues. Further, SOCEIS showed young people how to access other forms of support. They demonstrated how to make a medical appointment and facilitated access by providing transport or accompanying them to the appointment. This supports the wider literature that has highlighted that young people are more than their lived experiences of a particular issue or problem (Factor and Ackerley, 2019). Exploiters are adept at identifying young people with unmet needs and exploiting these vulnerabilities. By adopting a whole-person approach, SOCEIS addressed all the young person's unmet needs rather than focusing on those directly attributable to exploitation.

4.4.4 Decision making

Decision making underpinned other areas of individual-level support such as healthy relationships, having a purpose and positive choices. Where possible, SOCEIS provided young people with real-time opportunities to make decisions such as selecting which activities they would like to try. By providing young people with a limited set of options, SOCEIS highlighted that young people often are not aware of what is available to them and that such open-endedness can be overwhelming. Therefore, they offered a range of choices and empowered the young person to decide which path they would like to take. In doing so, SOCEIS sought to equip young people with transferable skills that could be used to escape exploitation or access support:

So in terms of moving them away from exploitation, it's definitely about, personally for me, resilient self-confidence: 'you have the choice to make a lot of decisions that you choose' and emphasising that because a lot of them are ... not confident ... you know I've had kids describe themselves as being lost almost because they just don't know what path they want to go through, and that whole overwhelming pressure doesn't help them. (Rachel, staff interview)

SOCEIS linked decision making with conversations about the consequences and the need to make positive choices. This moved young people away from immediate benefits to consider the longer-term consequences of their actions. In doing so, young people reflected on their actions and had more agency and control in their lives as they could choose which path to follow. SOCEIS reinforced the message they would be there to help and support them on this pathway. This approach is supported by strong evidence that interventions that create positive change by teaching young people how to make positive choices and resist peer pressure are most effective at preventing gang involvement, crime and youth violence (Waddell, 2015).

4.4.5 Healthy relationships

Tailored support for relationships included healthy relationships with family and peers and raising awareness about unhealthy relationships relating to the people exploiting them. Regarding family, SOCEIS helped with conflict resolution and maintaining connections with family members, where it was appropriate to do so. SOCEIS reported that in a minority of cases, young people were financially exploited by their caregivers and as such, SOCEIS supported young people to maintain the connection with caregivers and siblings from a place of safety. This fostered the positive benefits and protective nature of family relationships whilst reducing potential risk.

When addressing unhealthy relationships SOCEIS staff reported that using the term 'exploitation' and raising these issues too quickly deterred young people from engagement. Therefore, exploitation-focused conversations were framed around healthy and unhealthy relationships. Careful consideration was given to the most appropriate time and place to have these

conversations. Conversely, partners appeared to adopt a more direct approach using purposeful conversations based on explicitly labelled topics such as exploitation or consent. As one SOCEIS manager reported, SOCEIS made a conscious decision not to use labels or confront young people about their involvement with SOC. As noted regarding engagement (see 3.1) this could lead to tension between delivery models.

For SOCEIS, practitioners and peer mentors had the autonomy to decide how best to raise these issues based on each individual young person. Hence, some practitioners used cards while others preferred to link healthy relationships into everyday conversations on an ongoing basis. Nevertheless, SOCEIS adopted a similar policy of introducing the main concepts and differences between healthy and unhealthy relationships before stepping back and giving young people the time and space to consider their own existing relationships and associations:

I collaborated with a young lad, low cognitive ability, and he was being exploited by this one person ... but this young lad thought this other fellow was the bee's knees ... but through [SOCEIS] being involved with the lad, gaining his confidence, talking to him about what is a good relationship, and what's not a good relationship ... So just having a positive influence, a positive relationship with somebody who was consistent and speaking to him. ... So that was huge (David, staff interview)

This approach fostered independent thinking and decision making as young people were empowered to make their own decisions about whether these relationships constituted exploitation. Such self-awareness of manipulation has been highlighted as an important aspect of preventative interventions (Ashton et al., 2020).

Having observed a conversation, a partner favourably commented on how SOCEIS gently introduced the notion of being used to a young person. Further, they noted that SOCEIS will also have more direct and challenging conversations, when appropriate. To this end, Lucy noted that for some young people, it is never appropriate, or necessary, to use the term exploitation:

It's really more to do with that they've learned themselves how to deal with that situation without using the word because they hate it. That is the real challenge for most of them, to be honest. I've said it in the end, and they've gone. "Yeah, definitely." But it's not all of them. Some of them, I wouldn't even. But there's definitely the focus, but it's just not using the word." (Lucy, staff interview)

In this sense, SOCEIS responded to young people's needs and demonstrated awareness of how to have conversations about exploitation without alienating, distressing or humiliating them.

4.4.6 Skill development

SOCEIS had a policy of asking young people about their aspirations and endeavoured to support young people with their interests. At times, this involved encouraging young people to participate in group activities. Young people valued opportunities to pursue their interests with SOCEIS noting that it provided them with a broader sense of what was available to them in their local communities. It also dispelled myths that they had to have a certain level of skill to take part or they would not be welcome, 'she emailed someone that like worked at the place and they got us a spot' (Luke, young person interview). Such experiences bolstered self-confidence as well as giving young people a sense of excitement and belonging:

They were like ‘do you want us to take you to a studio?’ and that, and when me and him found out about that we were buzzin. We were actual buzzin when we walked into the studio and that, like a proper full music studio. We were buzzin. Like it was good, and the fact that [SOCEIS] had been able to do that for us, it’s like... good.” (Tom, young person interview)

As noted, SOCEIS embraced all chances for learning and as such, music workshops were used to encourage reflection on the lyrics and what they meant to young people and those listening to them. A more formal music programme included work around developing a routine and introduced young people to a work environment. While a graffiti workshop enabled young people to express themselves irrespective of their academic ability and to be accepted for who they were:

At one time he was ashamed of it, but now I think he just doesn’t care, does he? It’s like, well I am who I am, kinda thing. (Jess, caregiver interview)

In this regard, SOCEIS appeared to carefully select age and development appropriate activities for young people which increased their self-belief as well as increasing their skills. For some young people, this prompted a return to college so they could further develop their skills while others continued their involvement on a voluntary basis. In doing so, young people continued their engagement independently beyond the scope of SOCEIS.

4.5 Family-level support

While primarily focused on diverting young people away from SOC, SOCEIS also offered family-level support. Reiterating individual-level support, caregivers received financial and emotional support, healthy relationships and establishing a support network. Regarding financial support, many families were living in poverty. SOCEIS reported having given families vouchers or food parcels. Moreover, some caregivers cited negative experiences with social services and having been refused help to buy essential items such as cots and beds for their children. SOCEIS facilitated access to these items either with social services directly or by helping them to negotiate the benefits process.

Regarding emotional support, caregivers valued the manner in which SOCEIS interacted with them, ‘they come in and talk to you like friends. It’s like, they talk to you the way that, they respect you the way you respect them’ (Carly, caregiver interview). This created a relationship where caregivers sought reassurance from SOCEIS and were able to disclose ‘stuff that’s happened with my son that, like, I feel embarrassed or uncomfy telling my actual family’ (Hannah, caregiver interview). This is not unusual, a recent study of child criminal exploitation (Maxwell, 2022) found that caregivers of criminally exploited children experienced isolation, stigma and feelings of helplessness when they had nowhere to go for help and support. SOCEIS played an important role in supporting caregivers and acknowledged the challenges of caregivers’ situations and endeavoured to signpost them to specialist support. However, as caregivers alluded, this was based on their needs and wishes rather than SOCEIS-led referrals. Hence, caregivers reported queries about rent arrears, medical help counselling or other forms of mental health support.

In terms of healthy relationships, SOCEIS provided direct support in resolving tension and maintaining a connection between caregivers and their children. This included arranging neutral places to talk for those who had become estranged or helping caregivers to re-evaluate what was most important at that particular time:

So obviously as a parent, you know, I'm thinking I want [my son] in school full-time... but with [SOCEIS] support it's helped me to find a way to support [my son] and his needs as well. So, obviously his mental health's more important than anything else, more important than the schoolwork and stuff. So I think SOCEIS have been... have come at a really good time (Molly, caregiver interview)

Caregivers saw direct benefits from SOCEIS involvement and their relationships such as young people being less angry and more amenable to talking with them. In a few cases, caregivers stated that they had discussed potential referrals for other siblings in the family as SOCEIS can only work with those referred. In these instances, SOCEIS could provide informed advice as they took time to get to know other young people in the household, irrespective of their risk of SOC or exploitation. Several examples were cited with young people and caregivers speaking favourably about how SOCEIS always ensured their siblings were not excluded:

If they went to McDonald's and they bought [son] a McDonald's they would never leave [younger son] out, they always bought [younger son] a McDonald's. So they've, they've made him part of it. Even though they didn't have to, they made him part of it." (Jess, caregiver interview)

Finally, caregivers welcomed being kept informed about what SOCEIS was doing with their children and felt they could depend on SOCEIS to be there if needed, even outside of normal office hours. This reinforced the notion that SOCEIS was different to other services as 'not many people would do that' (Jess, caregiver interview).

4.6 Local adaptations

In addition to the core programme components, SOCEIS had added two extensions in response to the local context: preventative work in education settings and exploitation mapping. In two areas SOCEIS had developed an outreach programme for early intervention in schools and alternative provision with high levels of absenteeism, suspensions or concerns about criminal exploitation. In one area, SOCEIS had embarked upon an ambitious exploitation mapping exercise that benefited multi-agency responses across the area.

4.6.1 Preventative work in education settings

In two areas, education providers had identified groups of young people who demonstrated behavioural challenges, high rates of suspensions and potential risk for exploitation. This association between school suspensions and exploitation are well documented (Children's Commissioner, 2019; Youth Violence Commission, 2018). Therefore, the Home Office (2019) encourage education providers not to exclude or place young people at risk or affected by criminal exploitation on reduced timetables. In light of the challenges faced by schools, SOCEIS developed a programme of preventative work with groups of young people who did not meet the threshold for intensive 1:1 support but were showing early signs of involvement, such as gang association, concerning older associates, escalating offending or disengagement with education. This programme was delivered by different members of the SOCEIS team depending on their knowledge and lived experience. It included workshops on a range of topics such as bullying, socialisation, knife crime and life skills aimed at teaching them alternative modes of behaviour:

It's to teach them how to address issues differently, and it works really well. I mean the kids are really, really engaging. They really enjoy it ... So, they're constantly wanting us to have new groups, new children, you know, they've got kids lined up to kind of work with us." (Lauren, staff interview)

As well as reducing the number of suspensions and improving behaviour, Frank (statutory partner interview) reported that the programme reduced the risk of criminal exploitation for most of the group. This contributes to the emerging evidence base which has suggested that educational interventions delivered by external professionals and those with lived experience are effective at raising awareness about the dangers and consequences of exploitation (Michelmore et al, 2019, Foster, 2013).

For those where the risk remained:

SOCEIS have supported him significantly both on a 1-1 basis and by getting him engaged in diversionary activities. They also offered support to the family of this young person, building trust and empowering the family to engage with other professionals. I am happy to say that the initial concerns for this young person are no longer present (Frank, statutory partner interview)

Where absenteeism was the main issue, the programme motivated young people to attend school. For some young people, it was the only day they attended so education providers took this opportunity to re-engage with them and encourage re-engagement. Hence, SOCEIS enhanced education provision as they were actively promoting inclusion. There was some evidence that schools were using SOCEIS' work as evidence within their school inspections.

5.6.2 Exploitation mapping

In one area, SOCEIS has been integral to a large-scale mapping exercise which had informed knowledge of trafficking within and between areas. This exercise had been used to inform multi-agency knowledge and intervention work across partners. This exercise also resulted in an extension of the multi-agency network as SOCEIS became aware of the wealth of information that British Transport Police held:

From BTP's point of view, young people who are travelling using the railways, different areas, who were moving into different areas, links with outside influences such as people coming from other cities and influencing people within the city, young people within the city and things like that. So it's massive from an intel [intelligence] perspective (Harry, statutory partner interview)

This intelligence extended beyond railway travel as British Transport Police are responsible for areas around train stations and railway lines throughout the train network. Therefore, the mapping exercise provided real-time information about the local manifestation of exploitation as well as a national picture of trafficking. At the individual level, having access to this information enabled SOCEIS to verify where young people were going and assess whether they were being exploited:

So, I think the difference with that national link, if you've got a young person potentially going to London on the trains, they can speak to their colleagues and that person could be intercepted in some sort of way, to double check on them as well (Rob, staff interview)

As a direct result of this work, British Transport Police had been awarded funding to continue with this work. The mapping exercise also informs a multi-agency group of around 100 partners whose work is directed at safeguarding young people from exploitation.

5.0 Outcomes

5.1 Service Data Outcomes

Service data reporting outcomes were available for one site and as such this is reported for indicative purposes only. Of the thirty closed cases in Cardiff where the young person had engaged with the service:

- 77% (23) reduction in offending.
- Two-thirds (20) showed a reduction in exploitation.
- 63% (19) had developed their decision-making about risk.
- Two-fifths (12) improved engagement with education, employment or training.
- Two-thirds (63%: 19) had improved relationships with their families.

Of the 18 open cases in Cardiff:

- Most (16) had achieved positive outcomes.
- 82% (13) had reduced their offending.
- 63% (10) had reductions in exploitation for 63% (10/16).
- 63% (10) had developed their decision-making about risk.
- Over two-thirds (69%: 11) improved engagement with education, employment or training.
- 63% (10) had improved relationships with their family.

5.2 Re-engagement with education

Findings from the interview data revealed that re-engagement with education emerged as a short-term outcome. SOCEIS staff deemed this to be the beginning of the re-establishment of protective factors around the young person. In practice, some education providers were reluctant to re-engage with young people due to their past behaviours or fears about risk and safety. Young people appeared to be acutely aware of this as Justin (young person interview) said, 'it's just not many places will take me'. In these instances, SOCEIS described having an advocacy role with Erica commenting on SOCEIS' robust defence and support of young people as they 'ask the awkward questions, call the school to account, challenge things' (Erica, partner interview). Moreover, SOCEIS was able to challenge education providers and other professionals using explicit and implicit means. Explicit approaches included having frank conversations with professionals and their work to change attitudes towards young people and set precedents for how they should be treated fairly and with respect. Alongside this, SOCEIS' work provided implicit evidence that they were engaging with young people and young people could make positive changes:

They'll [SOCEIS] be able to tell them that I've changed and I'm not the same person that I was. 'Cos I have changed. I've changed a lot, I used to be wild [laughter]. They've calmed me down, chilled me out (Kieron, young person interview)

For those not in education, employment or training, young people's self-confidence and motivation could decline. Indeed, young people talked about 'not being bothered' while caregivers reported that their children stayed in bed all day. SOCEIS worked at young people's pace and acknowledged

that some struggled to engage with focused tasks for sustained periods of time or felt reluctant to re-engage with education. In adopting a tailored approach, SOCEIS built up activities gradually for some young people:

But I mean, even leaving the house and going to the library to work with [SOCEIS] has given him a lot, because now he's said he'll go to college ... Now he wouldn't do that, it would just be like "No", and that's the end of it. Where this has opened a different can of worms with him, where he's seen that it's not so bad (Jess, caregiver interview)

On return to school, SOCEIS also supported young people's attendance by providing them with transport to and from school. This addressed intermittent attendance as well as safeguarding them on their journey to and from school, where some young people are most at risk of exploitation (Maxwell et al., 2019). In other cases, SOCEIS provided a measured reintroduction to classroom-like environments alongside other young people engaged with the service. This was aimed at building confidence and facilitating positive, productive experiences so that re-engagement with education or training was not perceived to be a barrier to their realising their aspirations:

'Cos obviously he doesn't really like being around other young people too much 'cos he finds it hard to concentrate, but you know what? The way he's going I think that might even be a thing of the past 'cos he probably will now in the future be sat in other places like little classrooms (Will, staff interview)

In this respect, SOCEIS engagement led to softer outcomes such as changes in confidence, self-awareness, attitudes and behaviour. While for other young people, engagement with SOCEIS represented a positive outcome especially those described in an earlier evaluation of SOCEIS as 'perennial non-engagers' (Menezes and Whyte, 2016).

5.3 Establishing a support network

Helping young people to establish a support network was aimed at promoting independence and supporting resilience to challenge negative influences and change behaviours beyond SOCEIS involvement. This included strengthening family relationships and offering opportunities for young people to develop their communication and interaction skills through group work. Young people, caregivers and SOCEIS emphasised the challenges around offering group work to young people engaged with SOCEIS and the delicate balance between fostering positive friendships and creating an environment conducive for bullying, rival tensions or continued exploitation. For the former, SOCEIS sought to break down barriers between young people within a safe and controlled environment. One young person reported that SOCEIS' sensitivity to these issues was unusual as some services refused to acknowledge this 'postcode rivalry nonsense' (Erica, partner interview) and the risks in bringing young people from different areas together. Rather than ignoring such tensions, SOCEIS worked with rivalries and, when it was safe to do so, brought young people together. Whilst this was not always successful, SOCEIS carefully monitored group work to manage potential risk:

[SOCEIS] were like, well at the moment the group work is not working so we're gonna change things about and see what we can do and then we'll revisit that in a few weeks. And that's what they did and like everything was fine after that (Vera, caregiver interview)

There were, however, times when it was not safe to bring young people together. Several examples were given and in these instances, SOCEIS listened to young people's concerns and alternatives were found. In this sense, support was always tailored to the individual so young people hesitant or nervous about joining groups individual level were introduced to new activities on an individual-level or they took part in small group activities as a precursor to engaging with larger groups.

Some group work was delivered in-house, but SOCEIS also collaborated with partner agencies so they could provide a wider range of opportunities for skill development. This provided opportunities for young people to observe SOCEIS collaborating with other agencies either by accessing their workshops or contributing to delivery. The secondary benefits to this approach was that young people were able to form positive relationships with professionals outside SOCEIS:

But just the young person's willing to engage with professionals like myself today... he's willing to look into employment options, it's just managing the young person's expectations ... But in terms of Action for Children coming on board, I don't believe we'd be at this phase so soon without them, you know, yeah. I rate Action for Children, as you can probably tell [laughs]' (Jason, statutory partner interview)

In doing so, SOCEIS mitigated the risk of young people becoming dependent upon SOCEIS. This was perceived as good practice by partners and it reinforced work around establishing a wider support network for each young person. SOCEIS also advocated for young people with other services such as social services and the police with the aim of strengthening these relationships.

5.3.1 Communication skills

When young people were brought together safely, SOCEIS used it as an opportunity to teach communication skills and conflict resolution "So we're not going to be like beefing all these people, so they get us working with them and see if we can actually be civil with them" (Finn, young person interview). These real-time interactions helped young people to break down barriers and form relationships. They also provided opportunities for young people to learn how to manage heated exchanges and de-escalate situations as they arose. However, reflecting embedded tensions, one young person questioned the extent to which this was superficial and whether this would transfer to the streets:

If they just seen me and they were like 'Oh let's fucking do it' I'd be like 'Oh let's fucking do it then'. But if they were like 'What's happening?' and legit, when you're on the streets and that. Me and him can be walking about [community], you could see fuckin anyone and get pure ran up on and pure stabbed or something (Tom, young person interview)

This highlighted the level of risk young people experienced on the streets and their worries when coming into contact with others. By offering opportunities to work with other young people SOCEIS provided a safe environment and positive experiences so young people could relax and socialise without having to constantly look over their shoulders. This was facilitated by enrolling them on to courses rather than single activities so they had the time to address their concerns and develop relationships. It was further strengthened as young people had common goals which diverted their attention away from each other and onto the group task.

5.4 Goal setting and positive pathways

The primary objective of SOCEIS was to support young people away from re-offending and onto more positive pathways away from crime. This has been identified as a protective factor as it keeps 'youth off the street and out of trouble' (Modestino, 2019:3). While this will be discussed further in the next evaluative report which presents findings from the police data, interview findings provided insight into the work undertaken to identify better paths for each young person:

So then it's kind of like getting them off that and moving into stuff that will get them onto a better path. So we've been focusing on that haven't we? We've been meeting up and doing stuff on the laptop, answering questions and all that kind of stuff to get his mind on stuff that'll benefit him in the future (Will, staff interview)

SOCEIS helped young people to raise their aspirations and set goals to realise their ambitions.

Young people talked about wanting a range of jobs based on their interests and abilities. They stated that SOCEIS provided them with a range of practical support to help them onto these pathways such as helping them to obtain the qualifications needed to attend college, identifying courses or apprenticeships, and writing job applications or curriculum vitae.

Caregivers were overwhelmingly positive about SOCEIS. In their view, there was no single aspect of SOCEIS that contributed to its success but rather the overall programme:

I'm just forever grateful that I came in contact with them [SOCEIS] when I did. I suspect I was at the last possible, one of the last possible chances. I can't say any one thing was the thing that worked for us, I think a mix of things worked and I'm just tremendously grateful for... that they existed and that they were there and they were so willing to do what they did, you know. And I can't imagine where we would be otherwise really, you know (Florence, caregiver interview)

This 'mix of things' was deemed vital to guiding young people onto positive pathways as they required support away from the criminal justice system, confidence to re-engage in education and opportunities to access new activities. Therefore, SOCEIS' ability to 'cover the whole spectrum' (Vera, caregiver interview) was seen as giving young people a new chance at life. This was summarised by Justin who said they'd tell other young people:

I'd tell them with no hesitation, just, just do it [engage with SOCEIS]. I don't see why you wouldn't, you know? There's 100 reasons why you would, there's not very many reasons not to. There's no privacy issues ... it doesn't make me feel awkward or anxious in any way. (Justin, young person interview)

6.0 SOCEIS theory of change

During phase one, documentary analysis and interviews with SOCEIS managers were used to develop an initial logic model (Maxwell et al., 2021) based on anticipated activities and outcomes. Drawing on findings from phases two to four, the logic model (Figure 3) and programme theory have been revised based on findings regarding referral, engagement, delivery and reported outcomes. The revised SOCEIS theory of change had six elements: enablers, programme components, facilitators, immediate, intermediate and long-term outcomes. This theory of change draws upon social-cognitive theory (Bandura, 1986) which asserts that learning is a socially constructed phenomenon governed by how individuals interpret their environment and self-regulate their thoughts and behaviours. This is mediated by reciprocal interactions between personal factors such as self-belief and expectations, behavioural factors and environmental factors, such as the social and physical contexts. For SOCEIS, this theory was underpinned by the principles outlined in the Justice Star (Mackeith, 2017) namely, being stuck, accepting help, believing and trying, learning what works and self-reliance.

6.1 Enablers

To instigate appropriate targeting and referrals to SOCEIS, referrals were received from partner organisations. While contractual agreements provided the processes for data to be shared, SOCEIS had to build strong and influential relationships with staff at the senior and frontline levels to foster the timely sharing of all relevant information. This included working with partners to develop their knowledge of SOC and exploitation and support decision-making as to which young people were at risk.

Once young people were identified, SOCEIS embarked upon fostering engagement through the use of multiple strategies at the individual and family levels. This included addressing the potential barriers to engagement such as lack of perceived need and distrust of professionals. Further, young people were described as being ‘stuck’ in a negative pattern of behaviours. Addressing these barriers took time and therefore, having sufficient resources to dedicate time for engagement was a key enabler.

6.2 Programme components

6.2.1 identification of unmet needs

To address risk and enhance protective factors, SOCEIS began with a youth-led assessment of unmet needs. Using the Justice Star, this assessment examined needs in ten domains:

- Accommodation
- Living skills and self-care
- Mental health and well-being
- Friends and community
- Relationships and family
- Parenting and caring
- Drugs and alcohol
- Positive use of time

-
- Managing strong feelings
 - A crime-free life

Rather than focusing on exploitation, this assessment highlighted vulnerabilities that increased susceptibility to grooming. As such, it went beyond negative behaviours to look at the wider context of young people's lives and how this impacted their pathways. Based on these assessments, intervention plans were tailored to each individual.

6.2.2 Support and advocacy

Broadly speaking, the main programme components included individual support, family support and advocacy. Individual support included financial support, emotional support, health and well-being guidance, decision-making and skill development. Family support focused on the same areas, to a lesser extent. This highlighted SOCEIS' focus and prioritisation of young people. Finally, advocacy was included as a separate category as it included individual support such as improving existing relationships with other professionals or facilitating access to education and family support, such as liaising with other services. Further, advocacy included family-level support which benefited young people such as liaison with social workers or support obtaining benefit entitlements.

Aligned with the principle of accepting help, young people required varying levels of contact with SOCEIS to engage with the support offered. This could manifest in sporadic attendance or young people disengaging until they were ready to participate. It was also dependent on them believing they could make positive changes and have the motivation to try new things. This required development of self-confidence and self-efficacy. Some of these elements represent soft outcomes as they were not quantifiable 'successes' but rather concerted steps towards positive pathways. Specifically, they include consistent engagement, self-reflection and a willingness to consider the consequences of their actions and a commitment to try new pro-social activities. This was supported by the strengthening of family relationships. SOCEIS supported caregiver resilience to stay with young people and manage behaviours proportionately. This included out of hours support to reassure and advise when needed.

6.3 Facilitators

Analysis of the data revealed five mechanisms that contributed to behaviour change. SOCEIS sought to prepare young people for learning by providing them access to a nurturing and enduring relationship with a trusted adult. This gave young people someone who believed in their capacity to change and someone who scaffolded their transition to more positive choices. This was especially pertinent for those without a caregiver in their lives. For those with caregivers, caregivers commented on the benefits of having access to a trusted adult outside the family environment as this gave young people an opportunity to ask for help they would not request from family members. This was also noted by SOCEIS staff who thought that some young people did not want to talk in front of their caregivers. While this could be due to the sensitive nature of the issue to be addressed or feeling that caregivers would not understand. It could also be because young people did not want to tarnish the way they were perceived by their families:

He doesn't really want his family to know or feel that sometimes he gets into trouble, or sometimes things go wrong, he wants his family to maintain that he's a good lad, and our job is to encourage them to keep being a good lad so he

doesn't have to worry about the family changing their opinion on him (Patrick, staff interview)

As the above quote demonstrates, SOCEIS was aimed at helping young people to 'keep being good'. This encouraged young people to confide in practitioners as they knew the information would not be shared with caregivers.

Provision of peer mentors with relevant lived experience provided young people with authentic role models who provided informal learning opportunities as they shared their knowledge and skills. In social-cognitive theory this is referred to as modelling as young people's beliefs were shaped by the lived experiences of peer mentors. Aligned with the wider research findings, SOCEIS amplified the positive effects by resourcing good quality, enduring relationships and the sharing of fun activities based on shared interests (LKMco, 2018). Peer mentors gave young people hope for their future and increased their self-efficacy and belief that they could change. This motivated them to set goals. Moreover, young people felt confident that SOCEIS practitioners and peer mentors would stay with them even when they made mistakes or when things went wrong. Hence, SOCEIS demonstrated an understanding that moving away from SOC takes time and young people may make mistakes as they embark upon their journey to change.

SOCEIS' ethos was underpinned by the belief that young people can make positive changes in their lives regardless of previous offences or background. This belief resonated through interviews with young people, caregivers, SOCEIS staff and partners:

You know there can be loads of shit going off in people's lives and loads of things that they're involved in, but it's about, there's always that positive side, there's always that hope people can change ... but they're getting written off also because there's older people who are involved in that and pulling them into a life that they haven't really probably honestly sat down and thought about or had a choice about. (Natasha, staff interview)

This was based on specialist knowledge of exploitation and the factors that entice or force young people into these manipulative relationships. Hence, young people reflected on existing relationships and considered the consequences of their actions. This fostered independent thinking and gave young people the agency to make their own decisions. Unlike other services, young people had opportunities to be children and to make mistakes without fear that their key workers would walk away. In terms of support, this was most visible in attempts to learn what works and divide tasks into more manageable less overwhelming steps based on their capacity and ability. This included the provision of fun activities and opportunities to interact with peers. This harnessed self-determination theory (Ryan and Deci, 2017) which states that motivation is increased when young people are able to engage in tasks that are enjoyable, interesting or challenging and when they feel they have a sense of belonging. This added an important element to SOCEIS in that it extended the child-first approach to let young people be children so they could have fun and play. This reinforced the notion that SOCEIS was a helpful arm around the shoulder rather than a service focused on their deficits.

6.4 Outcomes

The enablers, programme components and facilitators were aimed at promoting the journey of change. More specifically, SOCEIS aimed to divert young people away from SOC onto positive

pathways. This journey of change was a process from the development of skills and desire to make changes towards the end of SOCEIS involvement to reductions in risk factors and increased protective factors following engagement. The ultimate long-term goal was for young people to remain on positive pathways. As such, it is too early to determine whether change is sustained over time.

6.4.1 Immediate outcomes

The provision of SOCEIS practitioners and peer mentors provided young people with opportunities to develop their relational skills. This relationship was constantly re-negotiated and developed throughout engagement as young people made the transition to independence. This occurred at the point when young people were approaching adulthood. At this stage the distinction between childhood and adulthood is not clearly delineated and can alter depending on context. Indeed, Harding (2019) has called for transitional safeguarding approaches which recognise young people at this stage as a distinct group. Yet, SOCEIS managed this relationship with ease, as they supported young people's agency in their journey to change their lives and move onto more positive pathways. Additionally, young people demonstrated increased awareness of risk with associated reductions in negative behaviours. SOCEIS provided them with a safe space to reflect on their relationships and actions and to try new friendships and ways of behaving. This supported self-belief and raised their confidence and motivation to change. This was further reinforced with improvements to their home environment and self-care as young people had a safe, comfortable place where they wanted to spend time.

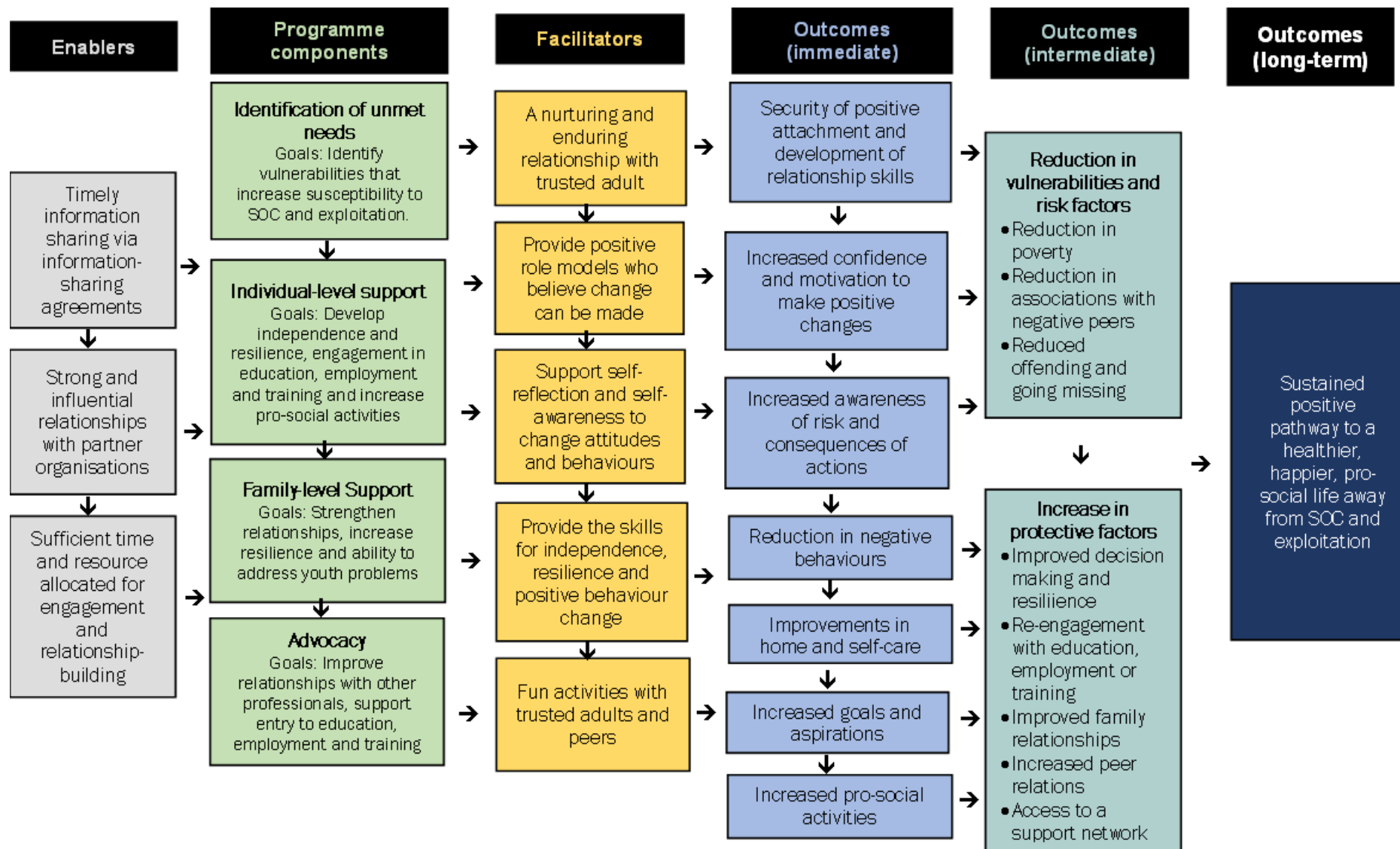
Towards the end of engagement with SOCEIS, young people had set education, employment or training goals. SOCEIS endeavoured to create opportunities to help them realise these goals and develop the necessary skills based on their interests. Some young people had finished foundation qualifications so they could access further education while others had accessed volunteering opportunities to develop their employment skills. Through the provision of sport and other activities, young people were accessing pro-social community resources.

6.4.2 Intermediate outcomes

Following engagement with SOCEIS, there was a reduction in unmet needs and vulnerabilities to SOC and exploitation and an increase in protective factors. According to the World Health Organisation (2015) having non-delinquent peers, pro-social attitudes and good relationships with caregivers can protect young people from adverse outcomes. Further, findings showed that young people developed their decision-making and resilience to the factors that had pulled them into exploitative relationships. SOCEIS supported young people to believe in themselves and make positive choices. During this journey of change they displayed softer outcomes through their engagement, the choices they made and their commitment to take a more positive path. Finally, SOCEIS aimed to establish a support network around each young person so they could move away from the service and live safely and independently.

Demonstrating the link between SOCEIS and hard outcomes is challenging because it is not possible to control other sources of support or events in young people's lives. To address this challenge, the potential of using individual-level police data for young people engaged with SOCEIS and a matched sample for difference in differences to be calculated is being explored. Findings will be presented in a supplemental report.

Figure 5: SOCEIS logic model



7.0 Conclusion

This process evaluation was commissioned by Action for Children to examine the feasibility and applicability of SOCEIS to divert young people aged between 11 and 18 away from serious and organised crime groups and exploitation. SOCEIS was implemented in four areas across the three nations of England, Scotland and Wales in 2020. Despite encountering challenges in establishing information-sharing agreements with statutory services, SOCEIS had contracts in place in all four areas. Overall, this led to timely and appropriate information sharing, although partner organisation staff turnover and a lack of buy-in were being addressed on an ad hoc basis. Nevertheless, SOCEIS had been invited to attend risk management and multi-agency meetings typically attended by statutory representatives. Hence, SOCEIS had established itself as a specialist service and was proactively influencing ways of working across partners and misconceptions and stereotypes about exploited young people. This included working with partner organisations to ensure that referrals to SOCEIS were appropriate. In practice, this proved problematic due to the hidden nature of exploitation. Therefore, SOCEIS' open door policy proved effective in engaging partners in dialogue to ascertain whether young people had an overall pattern of concerns that could be indicative of exploitation. This led to engagement with 223 young people aged between 11 and 18 years over a two-year period.

Engagement and relationship-building were found to be key strengths of SOCEIS. This was facilitated by Action for Children's positive reputation in the four areas and their proactive recruitment of experienced youth workers and the inclusion of peer mentors with relevant lived experience. The care and compassion of SOCEIS staff were inherent in the time they devoted to each young person. However, not all young people referred to SOCEIS engaged with the service so further analysis is needed to determine the reasons for non-engagement. This will be addressed in the supplemental report of service and police data. For those who did engage with SOCEIS, having highly skilled facilitators has been found to improve the effectiveness of interventions aimed at preventing crime and gang involvement among young people (Waddell, 2015). This was reflected in SOCEIS narratives and young people consistently reported that SOCEIS believed they could achieve positive outcomes.

Unlike statutory professionals, SOCEIS were able to support young people in the community and at times when young people were most at risk of exploitation (Smith, 2020, Harding, 2019). Findings supported this insofar as providing young people with structure and routine during the daytime but there was limited evidence that young people contacted SOCEIS during the evening or weekends unless there was a particular incident. Having a phone number provided sufficient reassurance that young people had someone to call should they need help. The benefits of having a trusted and fun adult who wanted to help them to improve their lives was echoed among young people. Moreover, SOCEIS staff believed young people could change their lives and were willing to stay with them even if they faltered or were unsure about which path to take. In doing so, young people were given a safe space to reflect on their lives and consider their existing relationships and the potential consequences of remaining on these negative pathways. This gave young people the agency to make their own decisions guided by people who had lived that life and understood the pull factors. Unlike other time-limited interventions, SOCEIS were able to stay with young people and deliver intensive, tailored support at the young person's pace. This is cognisant of their developmental needs rather than age-based provision.

e impact of poverty on young people was pronounced. When young people and their families do not have sufficient food or a bed to sleep in it is little wonder they fall victim to exploitation. Poverty marginalises young people and contributes to feelings of low self-worth (McAra and McVie, 2016). Findings revealed that some young people had not been informed about their entitlement to benefits or they did not have the skills to access them or budget effectively. SOCEIS played a vital role in helping young people and their families to fulfil these basic needs. Further, SOCEIS supported young people with accessing medical care, personal hygiene and keeping their clothes and homes clean. These are all important life skills that young people require to make the transition to adulthood. Despite evidence that demonstrated young people are more likely to listen to their peers and move away from adults (Maxwell and Wallace, 2021), there was evidence that SOCEIS were adept at working with young people during this transitional period. They were also able to establish relationships with caregivers who were initially reluctant or unwilling to engage. For the most part, this involved reassurance, consistency and helping them to maintain a connection to their children. However, caregivers also helped to alleviate the impact of poverty and signposted them to other services, when required.

The tailored package of support emerged as integral to young people's journey of change. The creation of intervention plans that were youth-led and delivered alone or embedded within fun activities highlighted the need for young people to be able to have fun and be children. This is often lacking in SOC or exploitation diversion or prevention programmes which adopt a deficit model. Yet this gave young people an opportunity to try new things and develop their social skills. It is these soft outcomes of self-belief and confidence that facilitate their ability to achieve the harder, tangible outcomes of accessing education and resisting negative influences. That is not to say that young people always engaged or were willing to interact with their peers. SOCEIS highlighted a delicate balance between offering fun activities and delivering the intervention plan. SOCEIS also challenged young people about their behaviours and the consequences of their actions. It also provided young people with a positive experience of professionals and strengthened relationships with other professionals working in partner organisations. This supports independence and young people's ability and willingness to access help and support in future.

In terms of hard outcomes, findings showed that many young people had re-engaged with education or accessed training or employment. This is a positive first step to realising their future aspirations. However, it is too soon to report whether this re-engagement is sustained over time. Future research should adopt a longitudinal methodology so that young people can be tracked over time to determine whether they remain on positive pathways.

8.0 Recommendations

Based on the evaluation findings, the following recommendations are made to strengthen current SOCEIS delivery:

- Partner organisations may benefit from having an accessible, pocket-sized information card about exploitation, language use and SOCEIS referral criteria.
- A deep dive examination of the reasons why some young people are unwilling to engage with SOCEIS to determine which factors could be addressed and which are beyond the scope of SOCEIS.
 - Information sharing about the reasons for non-engagement and which factors should be addressed in conjunction with partner organisations.
- Information sharing across partner organisations and individuals should be strengthened. Given staff turnover, this should include presentations from the National and Area Managers to encourage buy-in and foster relationships with partners at the frontline as well as in senior positions.
- Explore opportunities for young people who have received support from SOCEIS to contribute to future delivery.
 - As noted in the interim report with reference to peer mentors. SOCEIS has experience in appointing people with lived experience safely. This experience could be used to offer young people work experience opportunities.
- A clearer policy regarding out-of-hours support. This may formalise time off in lieu in recognition of the early evening delivery model currently employed or introduce an on-call rotation of current staff.
- Adopt a co-production approach to future service development. Working with young people and caregivers, SOCEIS should review and refine the service collaboratively.
 - This approach may help to foster relationships and relevance in areas where Action for Children does not currently have a presence.

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Appendix 1

Pseudonymised participant tables

In order to protect the identities of participants, pseudonyms were assigned to young people, caregivers, SOCIES staff and representatives from partner organisations.

Therefore, participants are listed as their pseudonym and role in tables 6 – 9 below.

Phase 2: Semi-structured interviews with staff members and representatives of partner organisations.

Table 6: Phase two SOCEIS staff and partner organisation role and pseudonym.

Name	Role	Name	Role
Darren	Staff member	Alastair	Statutory partner
David	Staff member	Alice	Statutory partner
Duncan	Staff member	Chris	Third sector partner
Gillian	Staff member	Helen	Statutory partner
Laura	Staff member	Ian	Third sector partner
Leanne	Staff member	Jason	Statutory partner
Lucy	Staff member	Kate	Statutory partner
Marie	Staff member	Kim	Statutory partner
Natasha	Staff member	Kirsty	Statutory partner
Neil	Staff member		
Penny	Staff member		
Rob	Staff member		
Ross	Staff member		
Ruth	Staff member		
Will	Staff member		

Phase 3 (I): Semi-structured interviews with caregivers and young people

Table 7: Young people and caregiver pseudonyms.

Name	Role	Name	Role
Brooke	Caregiver	Danielle	Young person
Carly	Caregiver	Finn	Young person
Dawn	Caregiver	Jack	Young person
Diana	Caregiver	Justin	Young person
Elizabeth	Caregiver	Karl	Young person
Florence	Caregiver	Kieron	Young person
Gail	Caregiver	Luke	Young person
Hannah	Caregiver	Noah	Young person
Jess	Caregiver	Philip	Young person
Linda	Caregiver	Tom	Young person
Martin	Caregiver	Zach	Young person
May	Caregiver		
Molly	Caregiver		
Nick	Caregiver		
Rose	Caregiver		
Sheila	Caregiver		
Vera	Caregiver		
Yvonne	Caregiver		

Phase 3 (II): Semi-structured interviews with staff members and representatives of partner organisations

Table 8: Phase three SOCEIS staff and partner organisation role and pseudonyms.

Name	Role	Name	Role
Amy	Staff member	Dominic	Statutory partner
Charlotte	Staff member	Erica	Third sector partner
Patrick	Staff member	Frank	Statutory partner
Will	Staff member	Harry	Statutory partner
		Judith	Statutory partner
		Kerry	Statutory partner
		Louise	Statutory partner
		Malcolm	Statutory partner
		Sam	Statutory partner
		Vanessa	Statutory partner

Phase 4: Focus groups with staff members and site co-ordinators

Table 9: Phase four participant role and pseudonyms for SOCEIS staff.

Name	Role	Name	Role
Mark	Staff member	Neil	Staff member
Pauline	Staff member	Lucy	Staff member
Duncan	Staff member	David	Staff member
Charlotte	Staff member	Rachel	Staff member
Lauren	Staff member	Nichola	Staff member
Matthew	Staff member	Georgina	Staff member
Isabella	Staff member	Darren	Staff member
Ross	Staff member	Amy	Staff member
Patrick	Staff member	Rob	Staff member
Laura	Staff member		



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